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ABSTRACT

This collection of articles examines the history of student development practices, reviews key issues that have emerged in the field, and proposes paths of action for the future. The volume includes: (1) "Student Development Philosophy: A Perspective on the Past and Future," by Terry O'Banion, which reviews the history of student development; (2) "Student Development from Theory to Practice," by Charles R. Dassance and Gary Harr, which offers a series of strategies for implementing changes in student services; (3) "Changing Internal Conditions: Impact on Student Development," by Don G. Creamer, examining the effects of changing conditions in community colleges on programs and services; (4) "Student Development and College Services: A Focus on Consumers," by Ernest R. Leach, which predicts that the model of student-as-consumer will serve as the focus for future student services; (5) "A Framework for Student Development Practices: A Statement of the League for Innovation in the Community College," by Donald S. Doucette and Linda L. Dayton, providing a comprehensive list of criteria for developing and evaluating successful programs; (6) "Telling the Truth, Warming the Heart: The Future of Student Development in the Community College," by Ruth G. Shaw, which argues for maintaining the community college mission of attending to the individual student's needs; (7) "Future Direction for Student Services: A View from the Top," by Robert H. McCabe, which argues that community colleges should become more student-centered; and (8) "Trends and Issues in Student Development," by Jennifer Curry and Brian Young, which provides a literature review of current trends in the practice and development of student personnel services. (JMC)

NEW DIRECTIONS FOR COMMUNITY COLLEGES

ED310829

Perspectives on Student Development

William L. Deegan, Terry O'Banion, ***Editors***

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Perspectives on Student Development

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NEW DIRECTIONS FOR COMMUNITY COLLEGES
ARTHUR M. COHEN, *Editor-in-Chief*
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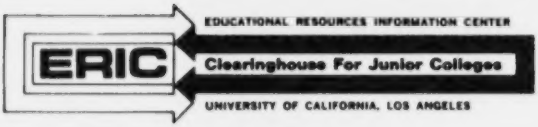

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Editors' Notes

American Community Colleges have been described as having evolved over four generations (Deegan and Tillery, 1985):

1900–1930	Extension of High School
1930–1950	Junior College
1950–1970	Community College
1970–mid 1980s	Comprehensive Community College

The evolution of student services programs within these four generations has often been dominated by lofty theoretical statements and concepts that have not been translated into practice for a significant number of students.

Many writers and practitioners are calling for changes in the conceptualization, management, and roles of student services professionals. In response to the issues and challenges facing student services administrators, this volume examines key issues that have emerged and proposes paths of action for the decade ahead.

In Chapter One, Terry O'Banion reviews the history of the field of student development to provide a context for looking at the challenges facing the profession in the future. He identifies four major issues for community colleges in the coming decade: quality reformation, educational technology, finance, and the definition of the community college mission. In concluding, he uses the statements of the National Association of Student Personnel Administrators/American Council on Education (NASPA/ACE) and the League for Innovation in the Community College to reflect the current status of the student services profession as it struggles to become a full partner in higher education.

In Chapter Two, Charles R. Dassance and Gary Harr discuss the uses and practicality of theory as a basis for action. They review models and theories related to student development and offer a series of strategies and tactics to assist student development administrators to make changes for the decade ahead.

Don G. Creamer, in Chapter Three, examines the changing conditions within the community college and the likely effects on student development programs and services. A literature review, interviews, and a survey of practitioners' perceptions provide the underpinnings for his discussion. Creamer advances a new model for student development educators, based on principles of collaborative goal setting.

Ernest R. Leach, in Chapter Four, traces the evolution of student development and college services from the early *in loco parentis* model to

the more current student development model. He predicts that the model of the student-as-consumer will serve as the focus for student services. To be successful in the coming years, community colleges will need to identify consumer needs, develop services directly responsive to those needs, and evaluate the effectiveness of those services.

Donald S. Doucette and Linda L. Dayton, in Chapter Five, present the statement from the League for Innovation in the Community College as a guide for student development practices for the future. The statement provides a comprehensive list of criteria for developing and evaluating successful programs. Doucette and Dayton propose that student development professionals use the statement to build coalitions among all of the institutional constituencies whose efforts affect students, including instructors, administrators, and support staff. They must use staff development resources to build teams of individuals from throughout the institution that will design and implement programs for increasing students' chances for success.

In Chapter Six, Ruth G. Shaw discusses the importance of placing priority on both access and quality to ensure student success. She argues persuasively for student development educators to "tell the truth" to students by advising them of the opportunities available to them and "to warm the heart" by retaining the special mission of the community college to attend to individual student needs. Shaw sees the profession at a crossroads, and she asks, "Will the right path be chosen to ensure student success?"

In Chapter Seven, Robert H. McCabe states that community colleges should become more student-centered, with a focus on enrollment management, teaching and learning, student retention, program completion, and student achievement. He believes that the goals of the community college must be founded on the transfer function and on two-year occupational programs. In this process, student services will alter their focus from personal counseling toward educational advising.

In the final chapter, Jennifer Curry and Brian Young examine the literature to determine current trends in the practice and development of student personnel services.

We would like to thank Tracey Sutherland and Tim Wise of the Institute for Studies in Higher Education at Florida State University for their help in the final preparation of the manuscript. We hope this sourcebook will provide both an update on issues in student services and development and a useful focus for analysis as community college administrators consider the future.

William L. Deegan
Terry O'Banion
Editors

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Deegan, W. L., and Tillery, D. *Renewing the American Community College: Priorities and Strategies for Effective Leadership.* San Francisco: Jossey-Bass, 1985.

William L. Deegan is chairman of the Department of Educational and Psychological Studies at the University of Miami, Florida.

Terry O'Banion is executive director of the League for Innovation in the Community College, Laguna Hills, California.

Student development philosophy and practice is a cornerstone of the community college character that is not always cemented firmly in place.

Student Development Philosophy: A Perspective on the Past and Future

Terry O'Banion

Twenty-four years ago, the Carnegie Corporation gave the American Association of Community and Junior Colleges approximately $100,000 to study the status of student personnel programs in community colleges. It was the first time in the history of community colleges that such a national study had been undertaken to review and report on the development, status, and future outlook of one of the most important educational functions in the community college. The national project, directed by Max Raines, was one of the most thorough studies of the student personnel function in higher education ever undertaken. T. R. McConnell, from the University of California, Berkeley, who served as chair of the National Advisory Committee, summarized the outcomes of the project: Student personnel programs in community colleges were "woefully inadequate."

Paul Elsner, chancellor of the Maricopa Community Colleges, and W. Clark Ames, writing in *Issues for Community College Leaders in a*

This is an updated version of a chapter that first appeared in *Toward the Future Vitality of Student Development Services* (Iowa City, Iowa: American College Testing Program, 1985).

W. L. Deegan and T. O'Banion (eds.). *Perspectives on Student Development.*
New Directions for Community Colleges, no. 67. San Francisco: Jossey-Bass, Fall 1989

New Era (1983), state: "No genuine consensus exists about the nature of, need for, or direction of community college student service programs. A model for change seems to elude most leaders. . . . Leaders of community colleges and student personnel staffs agree on one point: Student services need to be redesigned. The student service function needs an infusion of new ideas, new approaches, and a new reason for being" (p. 139).

Interestingly enough, Elsner and Ames's view would have been applicable at the time of the Carnegie study, and McConnell's view would have been just as applicable today. The student personnel function appears to be no better off today than it was two decades ago and perhaps two decades before that. The reasons are complex but can be accounted for, in part, by the checkered history of the student personnel profession and by the challenging problems of the times, problems faced by all segments of higher education but that have particular significance for student personnel programs in community colleges. The following sections of this chapter will briefly review some of the historical dimensions that continue to affect the student personnel profession today and will outline several of the more challenging problems for the continuing development of the profession.

Perspectives on the Past

The student development profession did not have the most elegant of beginnings. In the late 1800s and early 1900s, as colleges expanded to serve increasing numbers of students, the monitoring of student behavior became a major problem. New staff members were employed to assist with this problem, and they carried the titles of "warden," "proctor," and "monitor." Even today, the student personnel office at the University of Toronto is titled the Office of the Warden.

The concept of *in loco parentis* formed the major philosophical underpinnings for much of the student personnel function from the early 1900s well into the 1950s. Deans of men and deans of women followed on the heels of wardens and proctors as substitute parents for ensuring proper behavior from students.

In loco parentis has been much misunderstood. At its worst, it has been described as a highly regulatory function in which deans of men and deans of women played the parts of ogres and control agents. At its best, however, it was interpreted and implemented by compassionate human beings, who were committed to concepts of education for self-control and responsible citizenship. A result of this early focus on discipline and regulation is a lingering perception on the part of some presidents and faculty that the function of student personnel is to make students behave properly. Those residual perceptions continue to color and hamper the growth of a new and dynamic philosophy for the student development profession today.

Some of the early philosophers of the community college movement perceived the community college as a sorting mechanism, culling those who should go on to four-year colleges and channeling others into useful work for society. While few today would describe the function of the community college in such blunt language, there still lingers a strong view of the community college as a sorting institution.

Assessment is the process by which sorting works, and the assessment function has played an important role in structuring student personnel philosophy in the community college. A large assessment industry exists in American education to help colleges determine student aptitudes, abilities, interests, and values, so that students can be better served by the institution.

In the 1960s, following the Free Speech movement and the resulting upheaval in American education, assessment appeared to be in a state of decline. When colleges allowed students to select their own programs—with no requirements—assessment was no longer in great demand. In the passion for democracy and free choice, some misguided educators (including this author) threw out the baby with the bathwater.

In the 1970s, the assessment function again came to the fore in American education as colleges struggled with a diversity of students never before seen in institutions of higher education. Supported by the quality reformation of the 1980s, assessment is again a key force in education and is giving new impetus to the student personnel function.

Counseling has often been touted as the "heart" of the student personnel function. Indeed, counseling seemed to be the entire student personnel function in the heyday of the 1950s and early 1960s, when Carl Rogers and company dominated the ideas in this field. The National Defense Education Act Institutes that followed the launching of Sputnik indoctrinated an entire generation of counselors with the Rogerian perspective.

The encounter group movement emerged out of this strong counseling orientation and had tremendous impact on student personnel philosophy throughout the 1960s. At its best, the encounter movement provided student personnel with a new and creative technique for working with students. At its worst, it attracted charlatans, who embarrassed students and institutions and contributed greatly to the loss of credibility of both the encounter process and the student personnel profession. Today, not a small number of presidents, academic leaders, and faculty perceive the student personnel profession as suspect and as nothing more than a group of pseudopsychologists practicing an evil and arcane art.

The most prevalent philosophical thrust in student personnel does not even appear very philosophical. Some historical analysts have reduced the student personnel function to that of *maintenance*, a process in which a group of caretakers provides a series of services scattered around the

campus: financial aid, registration, admissions, student activities, academic advising, and so on. The Carnegie study noted earlier isolated thirty-six different student personnel functions or services as essential to community colleges. It is simplistic to reduce the student personnel function to a series of services, yet it is most practical to do so. Although faculty and other institutional leaders understand when the function is catalogued into services, they do so without much excitement for what can be accomplished.

The reduction of student personnel to a series of services is still prevalent today. A number of states describe this function as an essential sixteen, or an essential thirty-seven, or an essential seventy-four. A current comprehensive taxonomy of student services for California's community colleges includes 106 components or activities (Board of Governors, 1983). This kind of listing obscures any sort of philosophical considerations for a part of the community college that is in dire need of a strong philosophical base.

These various forces or philosophical elements (regulation, assessment, counseling, and maintenance), along with others not reviewed here, make up the historical fabric of the student personnel profession. Programs today sometimes reflect one or two of the emphases of these elements rather strongly. All programs reflect some aspect of these various forces. In higher education, and particularly in the community college, no one of these directions is strong enough or sound enough to form a complete philosophical basis for a student personnel program. That basis has yet to be described thoroughly, but it is evident in an emerging model of student development that is characteristic of many of the leading community colleges in the United States and Canada today.

Student Development Model

The student development model is rooted deeply in the original *The Student Personnel Point of View*, which was first published in 1937 by the American Council on Education. That statement was the first national guideline for the philosophical base for a student personnel profession. It articulated the importance of the whole student and the individual student, which is still the focus. Revised in 1949, *The Student Personnel Point of View* did not come into full fruition as an inspiration for program development until the 1960s.

By the beginning of the 1960s, humanistic psychology had emerged as a major new force that had a great deal of impact on education and particularly the student personnel function. With its emphasis on the positive development of human beings, the humanistic psychology movement provided a supposedly sound base for the emergence of a philosophy of human development.

At the same time, the encounter group process had emerged as a creative and powerful new educational force to be used by student personnel for challenging students to achieve full development. The encounter process made the student personnel profession come alive, and the encounter professionals entered classrooms and faculty enclaves in ways they had never dreamed. It also provided an opportunity for student personnel to join with faculty in bringing this new experience to students. In hundreds of colleges, the encounter group process was brought into the curriculum as a basic three-credit-hour course labeled variously as Personal Development, Encounter Group, Psychology for Living, and The Individual in a Changing Environment.

A new humanistic psychology and a new educational process would themselves probably not account for the emergence of a new student personnel philosophy. Fortunately, a trained staff was now at hand to capitalize on and interpret the new psychology and educational process. The National Defense Education Act Institutes, beginning in 1958, had trained hundreds of potential student personnel in the basic concepts of counseling psychology. These staff members, along with those trained at the National Training Laboratories, Esalen, and other creative outposts, formed the core of a trained staff that could map out a new direction for the student personnel profession.

At the national level, a number of models began to emerge that reflected these important developments. The community college was one of the first to describe an emerging model. In 1969 the American Association of Community and Junior Colleges commissioned a position paper on student development programs in the community/junior college. The paper first appeared in *Junior College Journal* as "Student Personnel Work: An Emerging Model" (O'Banion, Thurston, and Gulden, 1970). It later appeared in the first book written on student personnel in the community college, *Student Development Programs in the Community Junior College*, edited by the author and Alice Thurston (1972).

In 1975 the American College Personnel Association published *A Student Development Model for Student Affairs in Tomorrow's Higher Education* as a major position for the field. That statement has had tremendous impact on the subsequent development of student personnel and has resulted in a number of models, developed by organizations and leading educators, which reflect the new dimensions and ideas under the general rubric of "student development."

In 1984 the Dallas County Community Colleges published a set of statements, developed by the vice-presidents of student development, which reflect the creative thinking in this area. Under the general title "Emerging Directions: Student Development in the DCCCD," a well-developed document underscores four important dimensions that undergird the philosophy of the Dallas staff. According to this document,

"The following statements of purpose describe the emphases and methods of student services" in the Dallas District:

1. To use adult development theories intentionally and systematically in carrying out assigned functions. . . .
2. To contribute to the development of skills and attitudes necessary for lifelong learning. . . .
3. To assist in creating an environment which is conducive to student development. . . .
4. To help students in the integration of learning experiences [pp. 6-8].

While the Dallas document does not forsake the traditional, organized services, these services are not the core of the statement. However, they are all related to the statement's basic, more philosophical perspectives. For example, the registration function is delineated in terms of goals that relate to each of these four positions, as are all the other traditional functions and services. Given the creativity of student personnel and the challenges they face, the student development model will likely continue to emerge over the next decade or so. Certainly the model in place or in early stages of development in community colleges today is much stronger, much more credible, and much more powerful in affecting students than the models of the past.

Future Perspectives

If the student personnel profession is to continue to grow in the decades ahead and if "student development" is to live up to the promise implied in its name, those who work in this field will need to perceive and respond to a number of complex challenges that face the community college today and in the future. While there are many challenges that will frame the student personnel philosophy in the future, only four of those challenges will be reviewed here, and these only briefly: quality reformation, educational technology, finance, and the community college mission.

Quality Reformation. Approximately every ten years, American education is carefully inspected by a number of national commissions. The reports almost always decry the current state of education and promise doom and gloom if changes are not made immediately. In the 1950s, life adjustment education was the culprit and renewed vigor in math and science was the answer. In the 1960s, the focus was on urban education and disadvantaged youth. In 1973 the National Commission on Secondary Education recommended new directions, and in the 1980s "the rising tide of mediocrity" appears to engulf all of American education.

Like a ten-year locust, the question of reformation appears each dec-

ade to warn the public and to cause great consternation among educators. While such activity may be simply a national ritual to go through every ten years, the reports at least serve to freshen perspectives and, in some cases, to chart new directions or enliven old ones. In the 1980s, this penchant for examination has reached an all-time high with more than thirty books and reports on educational reform making their appearance, along with 175 task forces appointed by the fifty states.

In 1986 the American Association of Community and Junior Colleges appointed a National Commission on the Future of the Community College, chaired by Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching. Commission members are struggling with a number of issues but particularly with the issues discussed here. The establishment of the commission is clear recognition on the part of community college leaders that a quality reformation is in process.

To the extent that this reformation is real, student personnel must heed its message and respond if they are to continue to contribute to the emerging model of student development. On the surface, it appears that there is a basic change in values and perceptions regarding institutional expectations for students, and these changes have important implications for student personnel.

In the sixties and seventies, student personnel supported and sometimes led the battle for "humanizing education in the community college." In that process, many student personnel articulated a point of view that sometimes resulted in institutions' doing away with rules and regulations for academic progress and student behavior, with required assessment and placement programs, with progress monitoring, and with F grades, allowing students to select their own directions without much direct assistance from the institution.

Today, in many institutions, these perspectives are being strongly challenged, and institutions are beginning to require assessment and placement, general education curricula, attendance policies, F grades, and policies of suspension and probation.

Miami-Dade Community College in Florida is a case study that reflects these changes in values. The college has reinstated policies and practices developed in its early history that were discarded in the late sixties and seventies. As a result, thousands of students have been suspended from the institution, and with the aid of advanced technology, the college has instituted services of assistance and monitoring that have not been available to American college students before. President Robert McCabe (1981) has articulated the new directions in six succinct statements:

1. The colleges should increase their expectations of students.
2. The colleges should become directive.

3. Colleges should provide more information to students.
4. There should be variable time and variable service programs.
5. Colleges must make the commitment to hold to standards and implement programs which will insure adherence to that commitment.
6. There must be a point at which it is determined that the student is not going to succeed at the institution and further public investment is not justified [pp. 9-10].

If Miami-Dade becomes the model of the nation, then how will student personnel react to the values implied, and how will they follow through on implementing programs and activities? Many student personnel still hold on to a "sixties" value base and will be in conflict with the emerging "eighties" value base that is strongly supported by the quality reformation. If the student development profession is to continue to evolve, it must take into consideration this change in direction that has been brought about by the quality reformation.

Educational Technology. The new educational technology that is rising on every front is less a challenge than an opportunity for the emerging model of student development. While some student development personnel will reject technology as a force of dehumanization, the majority will see it as an opportunity for providing more personal attention where it is needed.

Educational technology makes the quality reformation possible, just as it contributes to the full flowering of student development. When students can have up-to-date information immediately, decisions can be better made and futures better planned. It is obvious, except perhaps to the most dedicated Luddite, that technology offers opportunities for enhancing the student development movement that are probably unparalleled in the history of the profession.

The technology offers new opportunities, not only for working with students but also for achieving with faculty the partnership that student personnel have always desired. The technology will be threatening to many faculty members, and student personnel who become competent in it can use their human relations skills to work with faculty in developing their competence. As technologies begin to link video, computers, and telephones, staff will be forced to work with one another to bring the benefits of technology to bear on student learning.

Finance. When the economic condition was sound for colleges in the sixties and early seventies, the student personnel function prospered and grew; when Proposition 13 in California sounded the death knell of educational largesse, the student personnel function was one of the first targeted for decline. That decline has been well documented in California, where creative variations in student development were abruptly eliminated, along with, in many cases, counseling positions and, in some

cases, chief student personnel administrators. Other departments and faculty also felt the blow, but the student personnel function felt it first and most keenly.

What is most difficult for the student personnel professional is that financial difficulty often elicits questions from faculty and administrators about the value of the student personnel function. Criticisms related to a number of the philosophical elements discussed earlier in this chapter often emerge from worried faculty who wish to protect their own turf: "Student personnel people don't teach classes." "The counselor is simply a pseudotherapist." "They don't get the right students in the right classes, and they don't make students behave." These criticisms reflect the difficulty of developing a strong philosophical base that is accepted by the wider educational community, and they indicate the extent of the challenge to the student personnel profession to continue building a model of student development.

To address the issue of finance, creative student development professionals have begun to think in terms of fee-based services for students, differential staffing, partnerships with community groups, and creative funding sources. A major resurgence of financial support for education is unlikely in the near future; it behooves student development professionals to think assertively and creatively about the financial situation as it relates to their position in the community college. Certainly such thinking will have important implications for the growth of the student development model.

Community College Mission. In the 1970s, after decades of struggle for identity, the community college appeared to have a universal definition of its mission, at least one that was accepted by community college professionals. The community college was an open-door institution with comprehensive programs that included transfer education, developmental education, career education, continuing education, and general education. Students came to this open-door institution and decided which of these programs were appropriate to their needs, with assistance from a student development staff member.

In the 1960s, career enrollments began growing at a faster rate than those in liberal arts and have continued to do so for the past twenty years. This rise can be attributed to increased federal funding for vocational education; the increase in part-time students, women, disadvantaged students, and older adults in the community college population; the changing shape of the labor market; and changing values among students and their families. The high-technology hype that began in earnest in the early 1980s and continues today certainly supports a strong program of technical education in the community college. President Reagan concentrated on the importance of the role of community colleges in vocational education in statements that appeared in the American Asso-

ciation of Community and Junior Colleges convention program brochures of 1983 and 1984.

In 1983 it appeared for a while that the Florida state legislature would transfer remedial education from the community colleges to the public high schools as of 1990. The change was recommended by an omnibus bill unanimously approved by the Higher Education Committee, which had been appointed to redefine the goals of the state's twenty-eight community colleges. More recent action by the Florida legislature removed the remedial education function from the *universities* and placed it in the community colleges. As one of the key functions in the community college mission, developmental education may yet undergo changes.

In California, Proposition 13 has had tremendous impact on the continuing education functions. Formerly supported by state funds, noncredit courses have dwindled away, and the function that was once the hallmark of this major state system is hardly recognizable.

Across the United States, the transfer function is under increasingly sharp analysis. Richardson and Bender (1986) identified a number of common practices among urban community colleges that serve as barriers to baccalaureate attainment among minority students. A number of states have recently completed long-range planning projects designed to prepare their community college systems for the twenty-first century. Maryland's *Blueprint for Quality* (Maryland State Community College Board), Alabama's *Dimensions 2000: A Strategic Plan for Building Alabama's Future* (Alabama State Department of Postsecondary Education, 1987), and Connecticut's *Towards 2000: A Long-Range Plan for the Community Colleges of Connecticut* (Board of Trustees of Regional Community Colleges, 1989) all include far-reaching recommendations for reform.

A *Washington Post* article in a series entitled "Change Course: Community Colleges at the Crossroads" captured the dilemma succinctly: "Schools Debate Mission: Humanities Losing to Tech Classes, Some Say" (Muscatine, 1985).

A number of states have also appointed commissions to review the community college mission. The quality reformation and financial problems may cause a number of state legislatures to move that mission away from that which had become fairly universally accepted in the 1970s. If the community college mission changes, the mission of the student development profession will also change.

New Statements Emerge

These challenges—the quality reformation, educational technology, finance, and the community college mission—are the major issues facing the community college in the coming decade. As such, they are also the major issues to be faced by the student personnel who will assume responsibility for defining the student development models of the future.

In the summer of 1987, two new statements from student personnel professionals sounded notes for the next stages of the development of this profession. In June a task force appointed by the National Association of Student Personnel Administrators (NASPA) and the American Council on Education (ACE) issued a draft statement entitled "A Perspective on Student Affairs" (Albright and others, 1987). The statement was issued on the fiftieth anniversary of *The Student Personnel Point of View*. There is nothing new or startling in the NASPA/ACE statement; in the concluding observations, the task force notes: "The 'Points of View' written about student affairs in 1937 and 1949 have endured and are reaffirmed. The missions of colleges and universities are enhanced and served by student affairs principles and practices" (p. 23).

A second statement was also issued that year—*Assuring Student Success in the Community College: The Role of Student Development Professionals* (League for Innovation in the Community College, 1987). This statement was issued by the board of directors of the league and endorsed by Commission XI of the American College Personnel Association, the National Council on Student Development of the American Association of Community and Junior Colleges, and the NASPA Community College Task Force. The statement has been widely distributed to all community colleges in North America as well as to key higher education leaders.

Although this statement was issued at the same time as the NASPA/ACE fiftieth anniversary statement, it in no way attempted to address the broad philosophical issues of the student development profession. Instead, the purpose of the league's statement is to address the contemporary role of student development professionals in ensuring student success in the community college. It is a statement that reflects the current emphasis on the quality reformation and that attempts to spell out a more detailed role for the student development professional in helping community colleges achieve that reformation. It is a strong assertion of a new direction for student development professionals: "Student development professionals have the responsibility not only to provide the conditions and opportunities in which students might succeed, but to determine and prescribe practices that lead to success. Colleges have the responsibility to direct their students, and student development professionals must assume a leadership role in determining and implementing prescriptions for student success" (p. 1). The league's statement on student success includes a number of specific recommendations for student services personnel. The full text of the statement is included in Chapter Five of this book.

These two statements, the one more philosophical and the other more practical, reflect the status of the student development profession in the late 1980s. On the one hand, this is a profession deeply dedicated to the larger values associated with education; on the other, it is a group of practical professionals who strive to carry out the daily and sometimes

laborious tasks of helping students achieve success. Somewhere between these two goals, the student development profession will continue to struggle for full partnership in the higher education enterprise.

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Student affairs practitioners in two-year colleges should continue their efforts to implement student development theory, by supplementing process models with effective strategies and tactics.

Student Development from Theory to Practice

Charles R. Dassance, Gary Harr

The Student Personnel Point of View, written in 1937, has served as the philosophical foundation for the student affairs profession for over fifty years. Focusing on a concern for the development of the whole person and recognizing the uniqueness of each individual, the statement placed its emphasis on "the development of the student as a person rather than upon his [*sic*] intellectual training alone" (*The Student Personnel Point of View*, cited in Saddlemire and Rentz, 1983, p. 76). The statement also contained a list of twenty-three student services considered to be a framework for the practice of student personnel.

Thus, both the direct delivery of services to students and concern for the whole person have long been concerns of the student affairs practitioner. While these are not mutually exclusive goals, practitioners frequently voice frustration about spending so much time on service delivery that there is little or no time left for developmental concerns. This schism between student development and student services has plagued student affairs practitioners for many years.

The "emerging model" of student affairs described by O'Banion, Thurston, and Gulden (1970) and briefly discussed in Chapter One of this volume, created a ray of hope among many student affairs practitioners in two-year colleges. Practitioners saw the model as an opportu-

W. L. Deegan and T. O'Banion (eds.). *Perspectives on Student Development.*
New Directions for Community Colleges, no. 67. San Francisco: Jossey-Bass, Fall 1989.

nity to refocus their efforts toward a holistic approach to student development. The new direction described by O'Banion and others was consistent with efforts throughout the student affairs profession to describe new conceptual models for treating students as developing human beings. It appeared that the student affairs profession had reached a point where sufficient human development theory existed to support programmatic efforts aimed at fostering students' development.

While difficult to gauge accurately, it does appear that student affairs practitioners have become more developmentally oriented. Dassance (1986) presents some evidence based on the literature to suggest that developmental goals are at least stated in student affairs documents. The extent of substantive change is more difficult to gauge, although it is quite likely that such a change of orientation is occurring rather slowly.

Many student affairs practitioners in two-year colleges have not had the benefit of completing a course of graduate study emphasizing human development theory. Those in student affairs who are knowledgeable about development theory are frustrated about how to apply theory to their practice. Matson and Deegan (1985) express this opinion on student development theory when they conclude that the concept on which student affairs is based "remains vague, undefined in practice, and largely unimplemented in community colleges" (p. 131). This discrepancy between theory and practice is a recurring theme within the student affairs profession. At issue is the function and practicality of theory as well as the means to link theory with practice to effect change.

Practicality of Theory

The most recent statements of professional direction are notable for their scant reference to the theoretical foundations of the student affairs profession. The recently published statement from the National Association of Student Personnel Administrators (1987) focuses on assumptions, beliefs, and roles, all of which are presumably derived from theory. The 1984 Traverse City Statement (Keyser, 1986) focuses on major issues and challenges, after a section on philosophy and purpose that notes, "Student development philosophy is grounded in the behavioral sciences, particularly human growth and development theory" (p. 48). The League for Innovation in the Community College statement on "Assuring Student Success" (1987) contains a brief section on philosophy and purpose, but the primary focus is the practices in which student affairs professionals in two-year colleges should be engaged. In all three cases, theory clearly takes a back seat to issues of day-to-day practice. These professional statements are oriented toward concerns of tangible significance—an orientation to which (one might assume) theory does not lend itself.

Norman Polansky (1986) provides a contrasting point of view when

he states that "there is nothing so practical as a good theory" (p. 3). On the basis of the work of Kurt Lewin, Polansky (pp. 4-8) identifies five practical functions performed by a good theory.

Thought Saves Energy. Thinking that precedes action is more efficient in reaching desired outcomes. All too often, student affairs has responded to challenges by developing a helter-skelter array of services, often not preceded by thoughtful planning, integration with existing services, concern with proper prioritization, or institutional collaboration. Such an approach has left student affairs vulnerable to criticism, even to propositions that in present times of limited resources "divestiture" of services must be seriously considered (Matson and Deegan, 1985).

As will be se n, theory, when combined with a planning process, can be a powerful tool for change. Change based on theory and planning leads to the optimization of resources, a key factor in the challenges currently facing student affairs professionals.

Theory Mobilizes Energy. Theory can serve to mobilize personal energy by providing a sense of direction and certainty. It provides a framework of predictability that clarifies purpose and organizes effort. Theory can also mobilize social energy; a group of people working with a theory base will be guided by the tenets of that theory. Polansky suggests that without such a base, personal dominance becomes the guiding force.

During student services planning, a theory base mobilizes energy by providing a clear goal (for example, promoting autonomy or relativistic thinking), which integrates efforts to promote student development. One of the authors (Harr, 1987) suggests that planning efforts be guided by a limited number of key goals for student development (in this work, self-direction and clear purpose), to avoid a diffusion of energy.

Theory Selects Attention. The way individuals organize their thinking directly affects their perception; decades of psychological research on selective attention and perceptual set have clearly established this. If one's thinking is organized by a theory of development that identifies significant growth variables, it is more likely the individual will recognize such variables when working with students.

For example, a practitioner who has studied Perry's theory of intellectual development is more likely to consciously and clearly identify dualistic thinking patterns that limit such development. Without such a theory base, perception is still influenced but more likely by unconscious and unarticulated conclusions about human behavior.

Theory Articulates the Learnings of Those Who Have Gone Before. Theory condenses knowledge into a framework that can translate previous learnings into a useful and comprehensible set of assumptions, principles, and implications. It eliminates the need to relearn the past step by step.

Within student affairs, counseling theories serve to condense the

knowledge accumulated over a lifetime by such masters as Carl Rogers, Fritz Perls, Albert Ellis, or B. F. Skinner. This process allows for efficient transmission of knowledge and lays the foundation for work that builds on such theory, thereby further extending the boundaries of knowledge.

Theory Is One's Protection Against One's Own Unconscious. If individuals do not consciously formulate the bases of their values, philosophy, and theory, they are subject to unconsciously applied values, philosophy, and theory, which influence their thinking, feeling, decisions, and actions. Theories of student development provide an explicit basis for decision making that maintains a clear focus on the factors to be taken into consideration.

In sum, theory is not a pie in the sky—it is a practical, effective way to clarify and focus one's efforts. This becomes even more obvious on review of the "process" models that have been developed to form a bridge between theory and its application.

Theory and Process Models

Rodgers (1983, p. 116) defines the interaction between theory and practice in terms of the following schematic:

Formal Theory + Procedural or Process Models → Professional Practice

In discussing this framework, Rodgers outlines three categories of "Selected Developmental and Related Theories": Psychosocial, Cognitive Developmental, and Person-Environmental Interaction. Thirty-two such theories are identified (p. 117) and are listed here in Figure 1.

Rodgers defines procedural or process models as "alternative sets of steps developed by student affairs professionals, that can be used to guide the use of theory" (p. 122). He then lists fourteen such models along with their "source theorists" (p. 124). This listing is contained in Figure 2.

Apparently there is no shortage of either theories or process models. One might wonder how so many theories—with many different models available to apply them—have had so little apparent impact on professional practice. Why has there been a situation in which, as Matson and Deegan (1985) state, "the first four generations of student support services in community colleges were often dominated by lofty theoretical statements and principles that have rarely been translated into practice for any significant numbers of students" (p. 147)?

This problem is not confined to the student affairs profession. Without overlooking the value of process models developed within the profession, the next section will review a "planned change" model developed outside of student affairs, to examine this quandary from a fresh perspec-

Figure 1. Selected Developmental and Related Theories

Psychosocial	*Cognitive Developmental*	*Person-Environmental Interaction*
White (1966)	Harvey, Hunt, and Schroeder (1961)	Lewin (1936)
Sanford (1967)	Piaget (1965)	Clark and Trow (1960)
Erickson (1968)[a]	Perry (1970)[a]	Pace (1966)
Heath (1968)[a]	Kohlberg (1971)[a]	Newcomb (1967)
Chickering (1969)[a]	Loevinger (1976)	Pervin (1967)
Keniston (1970)	Kegan (1977)	Astin (1968)
Havighurst (1972)	Selman (1980)	Barker (1968)
Sheehy (1974)	Fowler (1981)	Stern (1970)
Neugarten (1975)	Kitchener and King (in press)	Chickering (1972)
Vaillant (1977)		Holland (1973)[a]
Gould (1978)		Moos (1979)[a]
Levinson (1978)		

[a]Recommended for initial in-depth knowledge and understanding.

Source: Rodgers, 1983, p. 117.

Figure 2. Currently Available Procedural and Process Models and Source Theorists

Name of Model	*Source Theorists*
Model for Behavioral Change	Block and Shaeffer (1971)
COSPA-I Model	Cooper (1971)
Deliberate Psychological Education	Mosher and Sprinthall (1971)
Model for Creating a Democratic Society	Crookston (1974)
BPE Analysis	Hunt and Sullivan (1974)
Deliberate Psychological Instruction	Widick, Knefelkamp, and Parker (1975)
Ecosystems Model	Aulepp and Delworth (1976)
Eco-mapping Model	Huebner and Corazzini (1976)
THE Student Development Model	Miller and Prince (1976)
Developmental Transcripts	Brown and Citrin (1977)
Multiple Perspective Model	Paul and Huebner (1978)
Seven-Dimensional Model	Drum (1980)
Conceptual Model of Intervention Strategies	Morrill and Hurst (1980)
Grounded Formal Theory Model	Rodgers and Widick (1980)

Source: Rodgers, 1983, p. 122.

tive. Later sections of this chapter will discuss factors not typically addressed by process models yet critical to the effective implementation of theory within institutional practice.

Putting Knowledge to Use

Putting Knowledge to Use (Glaser, Abelson, and Garrison, 1983) is a book devoted to the study of how to facilitate the transfer of knowledge in the service of planned change. For the present discussion, one model of the "determining factors" of successful implementation of theory will be reviewed. Glaser (1973) has proposed a model, based on his earlier work, comprising four primary factors. Each of these factors will now be reviewed in terms of applying theory to practice.

Factor 1. Characteristics of the (Theory) Itself. As evident from the previous discussion, a wide spectrum of theory is available for use by student affairs professionals. In the selection of a theory, one must consider not only the focus of theory but also a variety of more general considerations. Is the theory well established and does it readily demonstrate its value? Does it address a perceived problem in a straightforward manner? Is it easily communicated and implemented, with obvious advantages over present bases of practice? Is it compatible with existing institutional values and goals? To the degree that such questions can be answered in the affirmative, the application of such a theory will be facilitated.

Factor 2. Characteristics of Potential Users. This factor relates directly to institutional environment and its effect on efforts for change. The implementation of theory-based practice often implies changing existing practices. Is the institutional leadership flexible in the face of change? Are missions, goals, values, policies, and procedures openly examined on a regular basis? Are the implementation leaders provided with adequate resources and skilled in resolving resistance to change? Such factors will influence how difficult it will be to institute meaningful change.

Factor 3. Manner and Extent of Dissemination. The involvement and support of staff is a vital element of successful implementation. Are users included in the planning process and provided with ongoing support? Are there strong, internal advocates of change? Are personal contacts and informal communication networks actively utilized to inform and instruct institutional staff? Such issues related to information flow are often overlooked, as is the need for a formal and ongoing support structure for those who are being asked to change their practice.

Factor 4. Facilitating Forces. A number of other issues also play a role in determining the success of implementing theory. Do institutional leaders actively support and reinforce these efforts? Do they have a sense of urgency in their commitment? Are there organizational concerns that

might be addressed by new initiatives? Are there external pressures for change? Such issues can make the difference between success and failure.

Thus far we have considered optimal conditions for the implementation of theory. The next section will focus more directly on leadership variables, which can either "make or break" implementation efforts.

Change Leader

In their work *In Search of Excellence,* Peters and Waterman (1982, p. 203) cite a survey conducted by Texas Instruments, attempting to isolate the factors that discriminate between the successful and unsuccessful introduction of new products. The key factor identified by this survey is the presence of a volunteer champion. They describe such a champion as "not a blue-sky dreamer, or an intellectual giant . . . but, above all, he's [*sic*] the pragmatic one who grabs onto someone else's theoretical construct . . . and bullheadedly pushes it to fruition" (p. 207).

In the same vein, Creamer (1986) emphasizes the need for strong and effective leadership within student affairs. Creamer offers a list of characteristics that exemplify the "future student affairs leader." This list includes:

- Knowledge related to student affairs, student development, and organizational development
- Research skills
- Analysis, planning, developmental programming, organizational effectiveness, and teaching skills
- Alignment with the goals of general education
- Communication skills
- Action guided by vision (p. 80).

One particular kind of organizational effectiveness deserves more attention—political skill. Educational institutions, like any other organization, operate within a political environment that has to be taken into consideration in the planning of change. Garland (1985) discusses this aspect of institutional reality and suggests that the change leader must:

- Participate in the political environment
- Promote the position of student affairs
- Possess political and diplomatic skills
- Gain power and influence in order to influence colleagues, mobilize support, and overcome barriers
- Analyze political forces
- Integrate goals within the institution
- Cultivate a positive relationship with the president
- Develop power networks to support the student affairs perspective
- Become aware of manipulative strategies

- Foster a collaborative environment through the use of human relations skills (pp. 79–80).

It should be noted that these skills and characteristics must be exercised in the context of the highest professional and ethical standards. Some may consider politics to be a "dirty word"; those who have worked within an educational institution for a while recognize it as a reality that cannot be ignored.

In this light, we will next examine the strategies and tactics that may be helpful to leaders as they attempt to implement theory.

Strategies and Tactics for Change

Strategies and tactics are tools for change that optimize the possibility for success. Brodzinski (1978) provides a rationale for their application when he states, "The student services sector has been primarily a reactive group. . . . It must become proactive if it is to survive . . . it must learn to anticipate and control its environment . . . [or] become extinct" (p. 3). Strategies and tactics can provide such control; their conscious and constructive use will facilitate any implementation effort. More to the point, Martorana and Kuhns (1975) state that "change agents and managers must deal with specific questions of strategies and tactics in order to accomplish their goals" (p. 162). If our goal is to implement theory within professional practice, we must concern ourselves with such issues. It may even be argued that the failure of process models to make a more significant impact on practice is at least partially because of a narrow, overly rationalistic model of change dynamics.

Strategies for Change. Martorana and Kuhns (1975) define strategy as "an overall plan of action for achieving a goal" (p. 162). For this point of view, some of the material already presented (such as using a planned-change model) may be viewed as strategies.

These authors list a number of strategies for change, including:

- Low-profile action that emphasizes change as a reform of existing practices, thus lessening opposition
- Participant involvement that leads to personal commitment
- Creation of demand, based on identified needs
- Development of legitimacy though official recognition and endorsement
- Creation of power blocs through joining forces with those who have common goals
- Control of internal organization in order to counteract potential threats to change
- Control of communication through spotlighting of the implementation effort and generation of interest and attention (pp. 163–167).

Such strategies may be applied to existing process models, increasing their effectiveness in dealing with "real world" problems of implementation.

It becomes more obvious that the typical step-by-step, rational process model typically ignores many factors that have a direct impact on the success of implementation efforts. The change leader must be aware of such factors and be able to deftly employ them to achieve the goals of theory-based practice.

Tactics for Implementation. Tactics are devices that may be used within the context of more general strategies. Martorana and Kuhns (1975) identify a number of tactics, which they admit "have both positive and negative connotations . . . [and] for ethical reasons, therefore, some are less desirable to use as techniques for effecting change" (pp. 167-172). Once more it is stressed that professional ethical judgment must be carefully exercised by change leaders. They must use tactics to be effective, not to justify less than ethical means to achieve their ends. The listing from Martorana and Kuhns includes:

- Effective timing of efforts
- Relating the change effort to broader institutional goals
- Providing reassurance to those who may be threatened
- Avoiding rejection by suggesting pilot implementations and by deliberate educative efforts
- Persuading the opposition that the change may be to their benefit or that a trial implementation can do no harm
- Compromising in order to find common ground for agreement and cooperation
- Selecting personnel who are in accord with the change to serve in key positions and committees
- Using trial balloons to expose possible reactions
- Using a front person who is highly respected and influential
- Outflanking the opposition by controlling key elements of the change process or environment (pp. 164-167).

It might be argued that many of these tactics are used almost unconsciously by effective leaders and change agents and are honed from years of experience in the profession. The purpose of reviewing them is to help experienced professionals use them in a conscious manner (thus helping ensure a review of ethical implications) and to assist less experienced professionals in the consideration of factors that may help them succeed in implementing meaningful change.

Thus far, the focus of this discussion has been on the tools that may be used to assist student affairs professionals in translating theory into practice. The concluding section of this chapter deals with a more global and overriding issue—the goals and values of student affairs theory and practice.

Goals and Values of Theory and Practice

Student development theories and process models are available in abundance. When supplemented with planned-change considerations, they are grounded in the characteristics of the institutional setting. Politically aware and capable leadership provides the guidance required to maneuver in concert with institutional forces that may either support or oppose such change. Strategies and tactics provide the tools for such leadership, extending positive control over the change process.

All of these factors converge toward the successful application of student development theory. Yet just as it seems we have all the necessary parts of the theory-to-practice puzzle in place, a fundamental issue emerges that calls it into question: Will the goals and values of student development continue to be the goals and values of student affairs and of the community college?

Garland (1985) flatly states that "as the theoretical basis of the profession, student development is being challenged on many fronts" (p. 99). One rather disconcerting aspect of such a challenge is that a significant segment of it comes from within the student affairs profession.

Two Paths. In her chapter in this volume, Ruth Shaw describes two paths that lie before the profession: a path of honest and sympathetic applications of technology and learning theory or a second path, which leads the profession to use "tests as intimidators, to put new requirements in place with no support . . . to create an atmosphere of competitiveness and failure even in our efforts to ensure success." There is some evidence to suggest that the latter path is not as implausible as it appears.

A recent statement of the League for Innovation in the Community College (discussed in Chapter Five) avers "that the goal of student development and the fundamental mission of community colleges are identical: to assure student success." This convergence of purpose is widely supported and lauded as the future of student affairs. No one can argue with it as an overriding goal; the question may be how to accomplish it and whether it will require a fundamental shift of values for student affairs professionals.

McCabe (1981) proposes a new approach to student services. He suggests increased expectations, directive guidance, commitment to established standards, and the exclusion of students from the educational process when "it is determined that the student is not going to succeed . . . and further public investment is not justified." The League for Innovation statement (already cited) reflects this same bias toward prescriptive guidance and mandatory participation (for example, see item 1 under Student Process).

Such methods do not fit neatly within a framework of student development theory that has typically emphasized the facilitation of self-direc-

tion and autonomy, standards gauged to individual requirements, and an ever optimistic view of students' potential to learn.

Changing Values. Terry O'Banion (in Chapter One) is quick to note this contrast of values when he states that "many student personnel still hold on to a 'sixties' value base and will be in conflict with the new 'eighties' value base." These new "eighties" values are derived from what O'Banion terms the quality reformation. The "sixties" value base, in implied contrast, is less concerned with quality. Is this true? Is the realization of human potential within a humanized society any less important today than it was twenty years ago? The ways such concerns were translated into practice may not have been successful, but this does not necessarily call into question the validity of the values themselves.

The new "eighties" value base seems to shift the emphasis of education away from student development and toward the Procrustes' Bed of institutional standards. No one would argue against high standards; some may question an emphasis on directive and inflexible standards proposed as a value system to replace the humanistic underpinnings of student development. The outcome of student success, defined by such standards, obscures the commitment to student development on which such standards are supposedly based.

Ruth Shaw recognizes that "we . . . will intend no harm as we respond to our place and time by honing in sharply on quality, success, and results." She suggests that we not react to the new values of the eighties by embracing them without question, but rather that we exercise "re-vision" in the face of new challenges.

This brings us back to the question of the goals and values of theory and practice. Student development theory is just as relevant today as it was twenty years ago, perhaps more so. The difficulty of successfully translating such theory into practice is not a valid reason for abandoning the effort. Such translation can be facilitated by supplementing theory and related process models with (1) an appreciation for the context of planned change, (2) recognition of and leadership in the internal political process, and (3) the effective and ethical use of strategies and tactics. The result will be the realization of student success in terms that are developmentally significant and also in accord with reasonable academic standards.

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Compelling new circumstances in the community college exhibit the need for adaptive and creative responses by student affairs personnel.

Changing Internal Conditions: Impact on Student Development

Don G. Creamer

Environmental conditions of community colleges are changing significantly, yet responses to these changes by student development educators have been modest and ineffective. The signs of change are clear and are evident in our literature, in our state houses, and in our boardrooms. Changes in resource availability and shifts in demography top the list of powerful forces in the external environment of the community college, forces that influence the nature of student development programs.

This chapter will focus on equally powerful forces inside the college and their likely effects on student development programs and services. Some suggestions for future practice will be offered. Literature reviews, interviews with professional staff at two community colleges, and a survey of practitioners' perceptions of changing environmental conditions provided the underpinning for the views expressed in this chapter. Background research provided rich information about the perceptions and reality of changing conditions within community colleges and their likely effect on the practice of student development.

W. L. Deegan and T. O'Banion (eds.), *Perspectives on Student Development*.
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What Conditions Are Changing?

On the basis of the findings of background research, the following observations seem justified:

1. Colleges have abandoned the *in loco parentis* model of student services in principle (Canon, 1984) but have not adopted a replacement model. Vestiges of *in loco parentis* are commonplace in student affairs and are juxtaposed with trial balloons of many other potential models offered in an uncoordinated, unsystematic, and unscientific fashion. At the same, isolated evidence of imaginative and expansive programs in student affairs is available in the literature (Charles and Shoenhair, 1986; Deegan, 1984; Flynn, 1986; Friedlander, 1984, 1982; Keyser, 1985; Keyser and Rowray, 1986; Schinoff, 1982; Slowinski, 1984; Wright, 1984).

2. The nature of the student body is changing, as are enrollment and attendance patterns (Stern and Williams, 1986), but there is little certainty or agreement about how to serve students better, beyond offering special programs for subpopulations—a prevalent strategy in student development practice (Fralick, 1984; Keller and Rogers, 1983; Moore, 1983; Osterkamp and Hullett, 1983; Spees and Stanley, 1982). Such programs are expensive and offer nothing new conceptually.

3. Budgets are growing at a slower rate than demands for service. This condition creates pressure to find a new model (or at least some new strategies) to permit a more frugal use of limited financial resources that leads to equal or better results than are achieved under current practice (Shaffer, 1984; Young, 1983).

4. Despite sweeping changes in environmental conditions, goals of student development have not changed appreciably. Conscious decisions to curtail or limit student development goals are rare, even in the face of severe resource shortages, limited support from administration and faculty, and scant evidence of effectiveness of the strategies in use.

5. Despite sweeping changes in environmental conditions, the goals of teaching faculty have not changed appreciably. The gap in appreciation between intellectual and nonintellectual goals of education remains in place. Academic faculty often do not value and consequently do not support structured student activities whose goals do not focus on intellectual development.

6. Most student development educators believe they are doing a good to excellent job, while their teaching colleagues, presidents, and policymakers believe they are the weak link in the community college education chain (Elsner and Ames, 1983).

7. Most changes of the past five years are seen by student development educators as either being positive or having no effect on their programs. Given this assessment of the consequences of change, it is surprising that these educators have not capitalized on the opportunities inherent in the transformed conditions, by instigating expansive improvements in service.

These generalizations were formed from evidence gathered by the methods described earlier, but some of the procedures used and the subsequent findings warrant further explanation.

What Conditions Affect Student Development Practice?

I wanted to know what practitioners believed about this question and to that end constructed a questionnaire, grounded in literature reviews and interview data, to be sent to chief student affairs officers (CSAOs) in all member colleges of the League for Innovation in the Community College. I asked the CSAOs to complete the questionnaire and to send three copies of it to other midmanagement-level student affairs professionals on their staffs for completion. I chose the league colleges sample to be of interest because of the league sponsorship of the conference "Student Development in the 1990s" and because of the availability of the league's mailing list of CSAOs. Seventy-four responses were received from twenty-two institutions. The responses may be biased by sampling errors in the design, which should be considered as the data are interpreted.

Since goals of student development are likely the greatest influence on outcomes (Chickering, 1981), the relative priority given to six traditional goals of student affairs in community colleges was sought from respondents. The results are shown in Table 1, where the priority of goals (0 = not a goal; 1 = low priority; 4 = high priority) are displayed in descending order. The wording of the goal statements presented a priori in the questionnaire follows:

- Provide basic services to students (such as counseling, advising, orientation, student activities, financial aid, admission, and registration).
- Promote intellectual development.
- Promote career development.
- Promote interpersonal skills development.
- Promote social skills development.
- Promote ethical and moral development.

These goals are similar to earlier findings of Creamer (1985). League for Innovation colleges apparently give greater emphasis to promoting intellectual, ethical, and moral development than the colleges in the earlier study; however, the outcomes from the two samples are more alike than different, suggesting a remarkable stability of goals even in the face of severe changes in the environment.

Respondents listed seventeen goals other than those presented in the questionnaire. Some of the added goals were simply stylized wordings of the goals established a priori and some were idiosyncratic to the institution of the respondent, such as "academic enrichment through programs," "promote cultural diversity," "promote adult life stages theory,"

"tailor individual academic programs," and "promote wellness, health, physical development, and welfare development." Each example of goals appears commendable on its face, yet collectively they serve to illustrate that student development is open to adopting any goal with educationally admirable qualities and that there is little consensus about new directions in student development goals.

I next constructed a list of environmental conditions, also grounded in literature reviews and interview data and believed to influence student development practices, and asked the respondents to rate the degree of influence of each condition on the scale 1 = no influence through 8 = great influence. Table 2 displays these findings. Environmental conditions are listed in descending order of influence, but it should be noted that the ten highest-rated influences and the lowest five were not signifi-

Table 1. Means and Relative Priority of Student Development Goals

Goal	*Mean Score*	*Priority High*	*Low (percent)*	*No*
Basic service	3.8	98	1	0
Career development	3.3	89	11	0
Intellectual development	3.0	73	21	5
Interpersonal development	2.8	66	31	3
Social development	2.5	50	47	3
Ethical and moral development	2.3	44	46	10

Note: N = 74.

Table 2. Means, Standard Deviations, and Score Ranges of Environmental Conditions

Environmental Condition	*Mean*	*SD*	*Score Range*
Quality of human resources	7.0	.9	5-8
Quality of staff	7.0	1.1	4-8
Nature of students	6.8	1.3	1-8
Nature of leadership	6.8	1.2	4-8
Quality of financial resources	6.6	1.2	1-8
Nature of college mission	6.6	1.5	2-8
Quality of information	6.4	1.1	4-8
Nature of college policies	6.4	1.3	3-8
Student performance expectations	6.3	1.1	4-8
Nature of faculty	6.3	1.4	3-8
Quality of technology	5.9	1.5	1-8
Quality of facilities	5.8	1.7	1-8
Student attendance patterns	5.7	1.5	1-8
Student enrollment patterns	5.6	1.5	1-8
Legacy of past practices	5.4	1.6	1-8

Note: N = 74.

cantly different ($p = \leq .05$) from one another. In contrast, these two sets (the ten highest and the five lowest) were significantly different ($p = \leq .05$) by analysis of variance procedures and Keul's Range Test.

An important observation about these data is that all conditions listed in the questionnaire were reported to be "important"; that is, the means exceeded the midpoint of possible responses. Those conditions thought to have the least effect elicited responses across the full range of response choice (1 through 8), while those rated most influential showed much less variation among respondents. Thus, more consistent support was evident for the influence of the top ten conditions than for the bottom five.

Respondents were then asked whether the environmental conditions had changed in the past five years. Response options included 0 = no change; 1 = change with no influence; -2 through -5 = change with negative influence; +2 through +5 = change with positive influence. Table 3 shows the findings from this query; they are displayed by environmental condition, from the most to the least positive consequence of change.

In only five of the fifteen conditions were the majority of responses either "no change" or "change with no consequence." Most other changes in conditions were described as more positive in their consequence than negative. Financial resources showed the most negative effect

Table 3. Percentage Responses Indicating Consequence of Change

Environmental Condition	*Negative*	*Consequence of Change No Change or No Consequence (percent)*	*Positive*
Quality of technology	5	21	73
Quality of staff	4	25	72
Student performance expectations	4	25	72
Quality of information	5	29	66
Nature of leadership	22	22	57
Nature of college policies	9	43	51
Nature of students	12	43	46
Quality of human resources	12	42	45
Quality of facilities	11	44	45
Nature of college mission	5	50	44
Quality of financial resources	43	21	37
Student enrollment patterns	18	51	31
Student attendance patterns	7	66	28
Nature of faculty	14	62	25
Legacy of past practices	19	58	25

Note: N = 74. Because of rounding up, not all rows total 100 percent.

on student development programs, but even in this case the negative effects were offset by some respondents' perceptions of either no change or of positive change. Leadership, financial resources, student enrollment patterns, student attendance patterns, nature of faculty, and legacy of past practices each showed important negative consequences from changing conditions, but they were proportionately smaller than the positive consequences. These responses strongly suggest that change is occurring and that it is believed to be mostly positive.

One of the most surprising findings in this analysis was the relatively low estimate of the influence of student attendance and enrollment patterns on student development practices. Part-time, evening, and off-campus attendance affects every interaction between student and institution, yet respondents indicated that these conditions had relatively less influence than most other conditions. This was true even though the respondents indicated that the conditions of student attendance and enrollment had worsened significantly in the last five years.

The impressions left by the analysis of literature, interview data, and survey results are urgency and confusion. Assuming that the analysis accurately reflects student development practices in community colleges today, the need for adaptive and creative responses to compelling new circumstances seems unmistakable. Yet if there is evidence of forthright responsiveness to the changing environments of community colleges, it was not revealed in the background research.

What Needs to Be Done?

I would like to advance and defend a few suggestions for action:

- Goals for student development need to be reconsidered with a view toward compatibility with the goals of general education
- Reformative leadership must be positioned in student development to ensure the survival of student affairs in community colleges
- A new model for practice should be adopted for the student development profession in community colleges.

Goals for Student Development. The entire enterprise is driven by what it is trying to accomplish. Indeed, a sign of an organization's health is its ability to achieve its goals, and that ability is inextricably tied to the goals' clarity and realism. Neither the entire college nor its student development division can be all things to all people. Writing about the qualities of excellent colleges, Boyer (1987, p. 288) notes that "choices must be made and priorities assigned" if a truly vital educational program is to be fashioned. The same is true for student development programs. Accomplishable goals must be agreed on, and the goals must have credibility throughout the college.

Student development educators in the community college must not

look solely to models in four-year colleges and universities for guidance on goal setting. Community college students devote half the time and far less personal involvement in their studies and other activities than do their counterparts in four-year colleges and universities. It is unrealistic to expect similar outcomes in the two types of colleges. But neither is it appropriate merely to scale down four-year college goals. Goals for student development programs in the community college need to be tailored to the mission of the college.

What are appropriate goals for student development educators? A key perspective is to examine the general education component of the community college. What are the expressed purposes of general education? Often they call for the promotion or enhancement of:

- Intellectual development
- Critical thinking
- Problem solving through principled reasoning
- Interpersonal and social skills
- Liberal or democratic values
- Self-esteem
- Knowledge of our cultural heritage
- Tolerance of differing opinions
- Broad perspectives on events
- World or global views.

Are not these, precisely, the often-stated goals of student development? The difference is that these are historic goals of liberal or general education, and they are in place in all colleges to some extent. The role of student development professionals should be to embrace them as any colleague in the humanities or social sciences would and tailor them to the instructional and other educational programs of the community college. If the goals of student development are to be at all different from those of general education, they should be so in specificity. World views, for example, might be promoted by a well-planned lecture or seminar series offered jointly by the history faculty and student development educators. Self-esteem might be promoted by careful and pervasive assessment and feedback programs coordinated through the academic administration of the college to reach all students on a regular basis. Tolerance of differing opinions might be enhanced through well-coordinated, supervised volunteer activities in the community. Selected service goals may need to be different from general education goals, but they should be the exception, not the rule.

An important issue in the reconsideration of goals is balance. It is difficult to quarrel with the goals of a career development program unless the activities are so extensive as to suggest that only career goals are important. Student affairs professionals often become entangled in a contradiction of goals. Espousing the virtue of exploration in earlier months

or years of study, they treat all undecided students as deficient and rush to remedy the curse of undecidedness as quickly as possible.

Student development educators should join their colleagues in general education to rethink their mutual roles in assisting the college to meet its mission. While the reality of political environments within community colleges may dictate modest arrangements initially, the two faculties nevertheless need each other. Such interdependency should be the premise of the new arrangement.

Leadership for Student Development. The greatest single deficiency in student affairs today is leadership. Where leadership is provided, programs of service and education to students flourish. Where leadership is vacant, student affairs programs flounder and sometimes perish.

What is wrong? What is absent? I submit that too many persons who occupy leadership positions have little or no foresight and possess inadequate knowledge or skills to move the entire organization in a different direction. I know of no remedy for lack of vision. Anyone possessed of this vacuous condition should step aside for someone who has a vision and the energy to pursue it. Knowledge or skills pertaining to organizational development, by contrast, can be learned, just as counseling skills are learned.

Recent research has produced a theoretical model of change with heuristic value for all student affairs professionals but especially for leaders. The Probability of the Adoption of Change (PAC) model (Creamer and Creamer, 1989) describes nine key variables or environmental conditions that permit greater understanding of the forces that enhance or inhibit the likelihood of adoption of planned change or innovative efforts. The PAC variables or conditions include circumstances, value compatibility, idea comprehensibility, practicality, top-level support, leadership, championship, advantage probability, and strategies. Leaders must be aware and in reasonable control of such conditions if they are to influence the future character of student development practices.

Use of the PAC or any other model is necessary but not sufficient for strong leadership. The leader of the future must be knowledgeable of the history, current nature, and future possibilities of higher education; of the content and methods of at least one of the disciplines of the liberal arts; of theories on human development and the person-environment interaction; of historical and current practice in student development; and of organizational behavior and development. The leader must be skillful as a personnel specialist, a researcher, a planner, a systems analyst, and a program strategist. He or she must be competent in both oral and written expression. Finally, the leader must manifest the highest ethical behavior and demonstrate an ability to solve problems on the basis of the principles of justice and care.

This tall order for leadership behavior needs to be carried out in an

environment that is both supportive of liberal education and attuned to the potency of both in-class and out-of-class activities for learning. Finally, leaders must be encouraged to lead; thus, the environment also must be supportive of change introduced by those in superior and subordinate roles.

Model for Student Development. The *in loco parentis* model of student affairs must be abandoned, but not because the model contains poor goals. The goals of *in loco parentis* often focused on assisting each student to become all that he or she was capable of becoming and sought to individualize education. The model must be abandoned, however, because it is too expensive, is inappropriate for adult-student guidance, and is devoid of strategic alternatives suitable to the nonresidential setting. The budgets of community colleges simply cannot fund multiple direct services to all students except through instructional programs. Older students do not require "parental" guidance from educators, as implied by the *in loco parentis* model, but rather instruction from competent educators about how to use the resources of the institution. Finally, *in loco parentis* implies that services be provided, as parents would provide them, for food, shelter, and guidance, even though community college education is rarely residential.

A model for community colleges should be grounded in or contingent on institutional mission, institutional resources, institutional expectations, student expectations for learning, and student talents. A new model also should be built on recognition of the historic role of counseling and advising as both a means of education and a strategy to help students achieve their goals. Such a model should rest on theories of human development and learning. Each institution may embrace a slightly different program for student development. That is as it should be. No one should expect each college to be able to accomplish all things educational, but any citizen should expect each institution to decide and then proclaim what it is able to do for students.

A new model for student development should not be hamstrung by existing procedures or organizational structures. Certainly some existing programs should be continued, more or less in their present form. Financial aid services, for example, may fit any new model without serious modification to the procedures or goals of the program. Other existing programs, by contrast (for example, the organizational unit of counseling), may be so modified as to be hardly recognizable.

A new model should be built around certain principles pertaining to goals, methods, and standards. *Goals* should be set jointly by student development educators, faculty, and administration. Particular emphasis should be given to the goals of liberal arts or general education as the broad outline of the purpose of student development. Goals of the new model also should recognize both student and institutional needs. It is

not enough to serve students alone; the institution must meet its needs, and the roles of student development educators in this mission should be explicit. *Methods* of the new model should include teaching, administration, counseling, consultation and training, appraising, programming, use of media, systems analysis, and research and dissemination. Of course, multiple procedures are required to serve the diverse goals of students and the institution. *Standards* for practice should be determined by the multiple constituencies of the institution and by professional association standards and should include organizational effectiveness measures (see Cameron, 1981, for a thorough discussion of domains of organizational effectiveness).

Within the contingency guidelines and the recommended principles of student development models, I recommend adoption of a new model with three nuclei of professional activity: student and environmental assessment, program direction and teaching, and market and systems analysis.

In this model, student and environmental assessment activities would include:

- Pre- and initial-enrollment appraisal of student readiness, motivation, abilities, interests, and goals
- Continuous monitoring of student progress, with feedback to students and faculty
- Appraisal of environmental conditions, including student performance expectations and mechanisms for support
- Generation of data about students and the learning environment, and the dissemination of findings to all constituencies of the college.

Program direction and teaching activities would:

- Administer programs of service or education for students
- Administer special activities to complement curricula or to meet specially identified needs of students or faculty
- Marshal resources and offer training for professional advising and counseling
- Design media strategies for reaching all students with information about educational or life planning
- Teach credit and noncredit courses either in the disciplines or in specially constructed courses.

Market and systems analysis activities would include:

- Analysis of institutional expertise and its ability to deliver educational programs in an integrated fashion
- Analysis of community needs for educational service and the capability to procure it
- Development and maintenance of an institutional marketing plan
- Participation in implementing the marketing plan

- Identification of institutional needs of faculty, students, or the administration or board
- Brokering institutional resources to professionals with needs to enhance educational service.

The most important aspect of this proposal is that it recognizes institutional needs for improved services to students and faculty and prescribes roles for student development educators to help meet these needs. Since it is unlikely that any institution will be able to afford both the maintenance of all existing services and the addition of the extensive suggestions of the model, its adoption would depend on a careful analysis of needed services for students and faculty and how best to meet them. No doubt, extensive retraining of some student development educators would be indicated by such an analysis, and notable resistance will be met in abandoning the traditional roles of service and education. Such are the costs of significant change, but the potential gains make the short-term costs reasonable.

The developmental nature of the proposed model may not be evident from a cursory examination. For example, it does not specify in this sketchy outline an underlying philosophy or theory for practice, nor does it specify visible activities traditionally associated with the student development point of view. The model is developmental, however; it is grounded in self-interest theory. People act out of self-interest, according to this theory, and will learn or change in direct proportion to perceived benefits. The application of the proposed model should generate extensive data about students and their environments and, when presented to them in understandable forms, will motivate them to use the data for their greatest benefit. Likewise, the model should be grounded in human development theory and should acknowledge the consequences of significant person-environment interactions as a major influence on growth.

Finally, this model should enhance the collaborative nature between student development and general education faculties, since two nuclei of activity are not centered on student development professionals but on the institution and its needs. Goals would be set in collaboration with colleagues, not by student development educators alone. Procedures would require participation from several professional constituents, not just solo performances by student development educators. Standards would be set by joint effort, and evaluations would be conducted by multiple professional groups.

Summary

Evidence supports the contention that internal conditions affecting student development practices in community colleges are changing and that many have had positive consequences in a general sense. Other evi-

dence suggests that student development practitioners have responded to external pressures for change—by abandoning the *in loco parentis* model, for example—but have not adopted any generalized replacement model, preferring instead to experiment with programmatic initiatives, so long as these can be defined by traditional boundaries of student services and education.

There is evidence in community colleges that professionals in student development services sense a new direction, yet scant evidence exists of widespread, systematic, or coordinated efforts pointing toward such an end. The search for a new direction is supported by presidents—although they seem to want a return to basic service—but not by faculty, who do not see any meaningful connection between student development activities and teaching activities.

A general proposal was suggested for a new model for student development educators, predicated (1) on principles of collaborative goal setting for the institution and for students, (2) on multiple methods of professional practice, and (3) on multiple standards of adequacy, including the standards of the student development profession, the disciplines of general education, and the expectations of the institution.

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Student development personnel must focus on consumer needs, not only of students but also of the college and the community.

Student Development and College Services: A Focus on Consumers

Ernest R. Leach

Student development and college services have historically been a central component of community college programs. Much of the rhetoric in recent years, however, has ranged from academic apology for the profession to missionary zeal for providing services to specialized student groups. This chapter proposes a conceptual shift of focus from the profession to the consumers or users of these services. The discussion also proposes a consumer orientation and broadens the traditional concept of the users of these services to include three separate constituencies: the corporate institution, the students, and the community. The consumer focus identifies needs and appropriate responses for each of these constituencies and suggests accountability indices to measure the effectiveness of responses. Specific program examples are used to illustrate types of services and measures of accountability.

Evolution of Services

As we reflect on the rich heritage of professional thinking, student development and college services emerge in various forms as direct

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are as many variations in delivery modes and the scope of services offered as there are institutions, several models have dominated professional thinking as higher education has evolved in America.

In Loco Parentis. Student development and college services are historically rooted in the *in loco parentis* model of the colonial college. Students were thought of as "immature adolescents requiring personal counsel, social supervision, vocational guidance and frequently remedial academic classes" (Leonard, 1956, p. 3). This model was characterized by long lists of rules that carefully regimented the students' conduct. Today some vestiges of the *in loco parentis* model yet exist, with careful regulation of the use of alcohol on campus and dormitory regulations at two-year colleges that provide residence halls.

Student Services. As trustees, presidents, and faculty tired of these administrative and controlling functions, the origins of the student services profession emerged. Fenske (1980, p. 3) argues that "student services emerged and evolved by default" as new professionals assumed the unpopular tasks that had been abandoned by the trustees, administrators, and faculty. The student services model offered assistance to students with admissions, registration, counseling, advising, out-of-class activities, financial aid, health services, and job placement. Services personnel assumed a rather passive role and left to students the initiative to access needed services.

Student Development. In the twentieth century, professional thinking began to shift toward a holistic concern for the development of students. *The Student Personnel Point of View*, developed by the American Council on Education (1937) and advanced by Mueller (1961) and Williamson and Biggs (1975), urged a reintegration of personal, social, and moral development activities with the traditionally intellectual development activities offered by the institution. "Student personnel workers" were viewed as facilitators who could assist students in bringing about this personal integration.

Anchored in the theories of developmental psychology, the student development model (Chickering, 1969; Brown, 1972; Miller and Prince, 1976) suggested a proactive role of intervention in the lives of students to ensure their progress toward educational and personal development goals. The student development professional, no longer a passive deliverer of services, became a student development educator offering an array of credit and noncredit learning experiences for students.

Many of these new student development approaches, influenced by the human potential movement and its focus on affective learning, were not well understood by faculty or decision makers within the institution. Practitioners were often perceived by their faculty colleagues as "mystical do-gooders" who were at best peripheral to the educational enterprise and at worst counterproductive to the educational process.

On reflection, one might observe that while the *in loco parentis* model was too narrowly oriented to the institution, so the student services and student development models were to the student. Moreover, many instructors were incensed by the idea that a small group of counselors or student development specialists would attempt to take responsibility for student development, because they perceived that to be the primary role of instruction.

Consumer Focus. The consumer focus is predicated on the notion of "value exchanges" (Kotler and Andreasen, 1987) between a college and its various publics. Although there is no profit motive, each public's contribution of time or money to the college will be directly proportional to a perceived return of value. This concept, applied to student development and college services, suggests that services will be supported by the institution, and used by students and the community, only to the extent that users can expect a return that is commensurate with their investments of money and time.

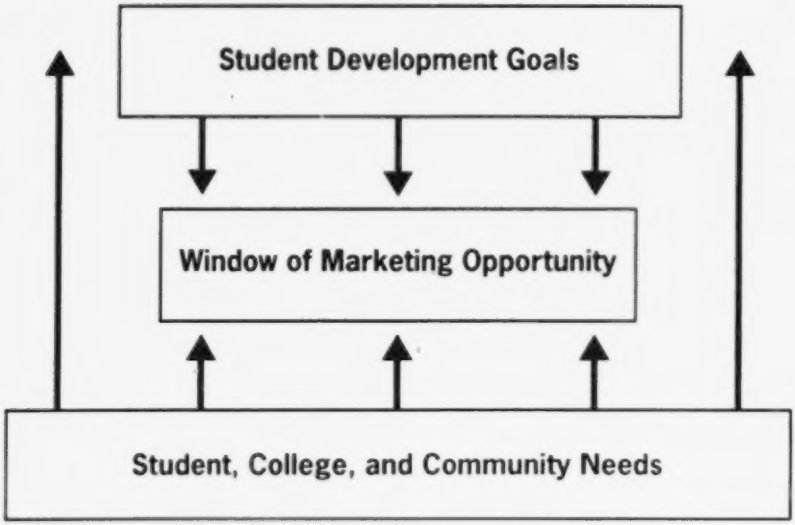
The failure of the institution to attract adult students or to retain them through the completion of their educational objectives may be symptomatic of a failure to manage its relationship with those students in a mutually beneficial exchange of value.

Marketing Orientation

The discipline of marketing offers some key concepts that may be useful to student development and college services personnel in managing value exchanges with the several publics they serve. The emerging marketing orientation stresses identification of consumers' needs, the development of a systematic plan for responding to those needs, and the assessment of the impact of that plan. Levitt (1960) states that "the differences between marketing and selling are more than semantic; while selling focuses on the needs of the seller, marketing focuses on the needs of the buyer." Marketing offers more than a new set of labels for traditional management functions. It suggests not only an attitude of responsiveness but also a systematic technology for ordering those responses. Perhaps more significant for this discussion is the 180-degree shift in the paradigm from the needs of student development professionals to the needs of the publics they serve.

Marketing Goals. Far too often, community colleges in general, and student development personnel in particular, have been criticized for attempting to be "all things to all people." In the real world of limited resources, it is critically important to establish clear marketing goals, which can direct the flow of resources toward institutional priorities. In the corporate world, Procter and Gamble does not attempt to make cars, nor does General Motors attempt to make soap. As described in Figure 1, the window of opportunity in marketing occurs when institutional goals

Figure 1. Marketing Goals



mesh with identified consumer needs. Still, many needs within the student community, within the institution, and within the larger community cannot and probably should not be addressed by student development and college services personnel.

Market Segmentation. The effectiveness of implementing student development goals will be determined in large part by the ability to carefully segment potential consumers. The members of a market segment cannot merely possess common characteristics; to be significant from the marketing perspective, they must share characteristics as potential consumers. Primary bases for market segmentation may be geographical, demographic, or psychographic, including characteristics such as personality, life-style, buying behavior, or desired benefits. Students do not approach the registration desk asking, "What do you have in English or psychology or nursing?" but rather, "What do you have at 7:00 Tuesday evening?" These potential consumers represent a market segment that can attend class only on Tuesday evenings. Careful segmentation of potential users of services can identify those who do not need services, as well as those who might be better served with automated interventions managed by computer-based information systems.

Market Research. Market research is the foundation on which any successful marketing plan is built. If there is no systematic process for assessing institutional needs, the changing needs of enrolled and potential students, and the emerging needs within the community, it will be

impossible to develop responses that will be valued by consumers or users of services. In recent years there have been dramatic shifts in student and community demographics, in the availability of institutional resources, and in social and economic structures within communities. Traditional services and delivery modes will not be valued by potential consumers who view these services to be out of sync with their needs.

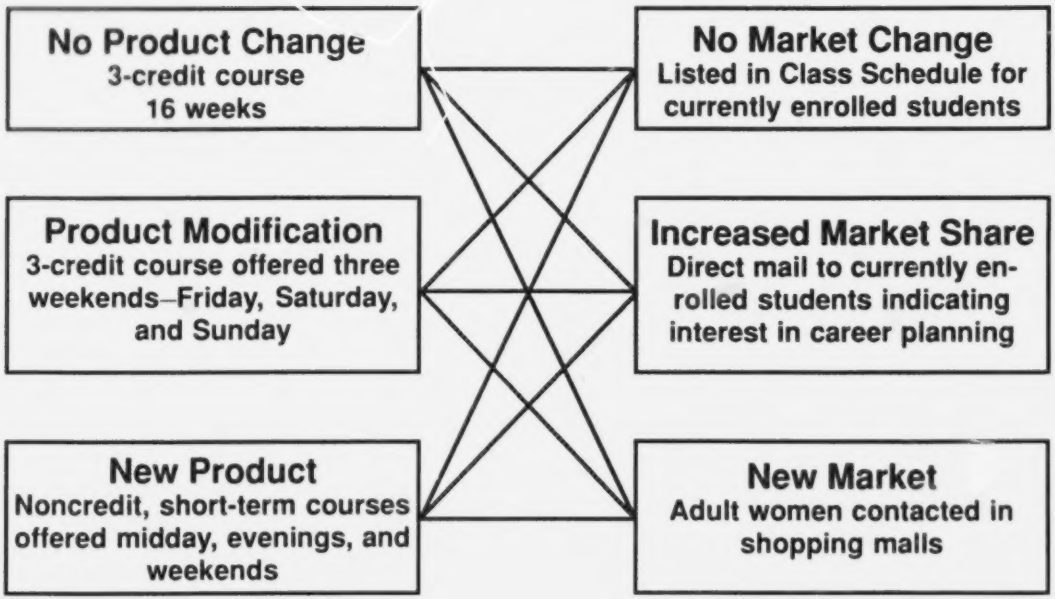
Marketing Process. The marketing process, graphically represented in Figure 2, covers the strategies intended to inform, serve, and satisfy the educational needs of identified market segments. These variables, often referred to as the "controllables," are divided into the following four categories: product, place or delivery, price, and promotion.

Matching appropriate courses, programs, and services with the needs of specific market segments is the primary task of educational marketing. Figure 3, adapted from Cundiff, Still, and Govoni (1980), illustrates the interaction between product options or services and different market segments. In this example, the initial product was a three-credit, sixteen-week course in career life planning. Market options for the course included passively listing it in the class schedule for currently enrolled students, attempting to increase the market share through direct mailing to currently enrolled students, or reaching out to a new market of adult women, contacted in shopping malls.

A second product option was to modify the sixteen-week course to a three-credit weekend course offered three weekends, on Friday evening and Saturday and Sunday afternoons. The same three market options were available. A third product option was to develop a series of noncredit, short-term courses offered middays, evenings, and weekends. The same three market options were available as noted for the other two products.

Figure 2. Marketing Process

Figure 3. Product—Market Strategies for Career Planning Courses


No Product Change
3-credit course
16 weeks
Product Modification
3-credit course offered three weekends–Friday, Saturday, and Sunday
New Product
Noncredit, short-term courses offered midday, evenings, and weekends
No Market Change
Listed in Class Schedule for currently enrolled students
Increased Market Share
Direct mail to currently enrolled students indicating interest in career planning
New Market
Adult women contacted in shopping malls

Note: Adapted from Cundiff, Still, and Govoni, 1980.

Figure 3 suggests the importance of looking at product options as well as market options in developing courses and services that will be responsive to the needs of increasingly diverse adult market segments. Similar analyses can be made for appropriate delivery strategies, pricing strategies, and promotion strategies to enhance the fit between student services goals and identified market needs.

The consumer focus offers a role for student development and college services that is politically realistic and educationally sound and one that can be understood by institutional staff, students, and citizens of the larger community. The consumer perspective asks four basic questions: Who are the consumers? What are these consumers' needs? What are the appropriate responses to identified needs? How can the effectiveness of responses be evaluated?

Consumer Needs and Responses

As suggested earlier, previous models, although responsive to identified needs, have been targeted rather narrowly at one segment of potential consumers of services. In the highly political environment of community colleges, which are struggling to establish educational and fiscal priorities, student development and college services must respond not only to students but also to the needs of the institution and the larger community.

Accurate assessment of consumer needs is fundamental to the development of "valued responses." Institutional needs must include the needs of the college for survival as an organization, as well as the needs of constituent groups within the college. Student development needs change dramatically as the student population changes. Community needs emerge from the unique political, cultural, and economic environment of the area served by the college. In the following sections, categories of needs and possible responses are addressed for each of the three major consumer groups: The institution, the students, and the community.

College Responses

Enrollment Management. As an organization of individuals a college has corporate needs much like individual needs for survival, for nurture, and for growth and development. Since most community college budgets are enrollment-driven, enrollment management, marketing, or recruitment and retention—whatever label is currently in vogue—will be one of the primary survival concerns of most community colleges in the 1990s.

Records Management. Another critical institutional need is for a records management system that ensures timely access to information for assessment and placement and effective monitoring of students' academic

achievement. An equally important need will be for a records system that protects the college from financial liability in the administration of grants, financial aid, and veterans' benefits. Records systems that contribute to more effective use of institutional facilities in class scheduling may have a direct impact on the revenue-producing capability of limited physical facilities.

Governance. The involvement of services personnel in the governance functions of the college promotes the collaborative planning and collegial respect that can build credibility and foster political support in planning and budgeting processes.

Staff Development. Staff development programs are critical to the continued health of a community college for two primary reasons. First, they provide a vehicle for organizational renewal as service demands change. Second, they provide the opportunity for the continued personal and professional growth of individual staff members. Student development and college services personnel can make a significant contribution by offering staff development programs that focus on the needs of faculty, classified staff, and administrators.

Resource Development. Student development and college services personnel may be required to seek alternative sources of revenue to support critical service functions. Although fewer grant funds are now available, creative fee structures and the higher use of fee-based services may provide alternatives for resource development. Adult students may be delighted to pay $200 for career planning and placement services that can cost in excess of $6,000 at private placement agencies.

Student Responses

From the consumer's perspective, one can look at three categories of student services: entry services, which assist students in access to the college; support services, which include personal support, educational support, and developmental support while students are enrolled at the college; and transition services, which assist students in moving from the college to continued education or employment.

Entry Responses. Potential student consumers need information targeted to their specific interests. Entering students need an assessment of their skills, abilities, and prior learning to determine their readiness for college programs. An advising program that ensures appropriate placement levels may be the most important teaching function during a student's first semester at the college. Also, financial aid packages tailored to unique personal circumstances will be critical for many students. Registration procedures should make educational services as accessible to students as other adult services in the community. Given proper assessment and advising, it should be as easy to buy a ticket to English 101 as to a play at the Kennedy Center or a flight to Washington, D.C.

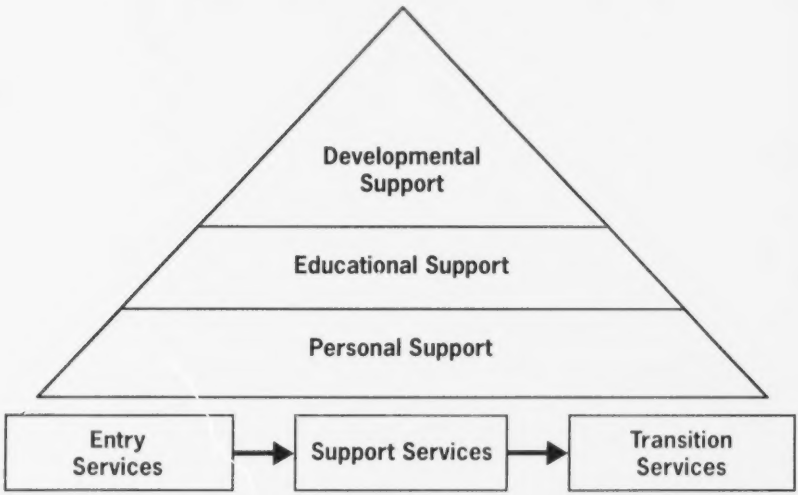
Support Services. Consistent with Maslow's hierarchy of needs, student consumers bring a hierarchy of support needs to the institution (Figure 4). Primary among these are the personal support needs for survival in the institution. Unless students can pay the rent, obtain a parking permit, buy lunch, find day care for their children, and feel safe on campus, they may have little interest in the educational offerings of the college. Other personal support services that appear to have high priority are cocurricular activities that respond to identified interests, access to preventive health care, crisis intervention services, and systems that ensure the orderly conduct of all students on campus.

Students need educational support through adequate assessment, effective advising, and proper orientation to programs and college services. Students with skill deficiencies cannot be successful without opportunities for remediation, tutoring, and help with study techniques. Involvement in cocurricular activity programs that augment instruction can enrich the learning experience for many students.

Developmental support services that enhance self-concept and facilitate personal counseling, career planning, and leadership training afford growth opportunities most often not available in traditional curricula. Unfortunately, in the past, many student development professionals have focused exclusively on developmental activities without giving adequate attention to student needs for personal and educational support.

Transition Services. Very few students come to the community college to learn English and mathematics or to have a counseling appointment;

Figure 4. Student Development Services



rather, they come for preprofessional preparation, upward mobility, and job enhancement. Students should be confronted with serious career questions as part of the entry planning process. On entry surveys, six out of ten students indicate that finding a job is their most important concern.

Consumer satisfaction, a potent index of the effectiveness of any consumer model, will depend on timely and accurate information about placement and transfer opportunities. Community colleges can ill afford the charge "My credits didn't transfer because I received bad advice."

Although community colleges historically have had great difficulty generating viable alumni programs, the local orientation of the community college and the numbers of part-time students who stop in and out argue for a fresh look at the potential for continuing relationships with former students.

Community Responses

Many student development and college services have the potential for responding directly to community needs. In fact, the credibility of some of these services may depend on the level of community support and interest they are able to generate.

Information Services. The community's need for accurate and timely information is a high priority. Not only must the message of publications be accurate but, to be effective, it must be targeted directly to the needs of a market segment. When a staff member participates in a community activity or a member of the community is invited to the campus, the college has made a significant investment in the future of the institution.

Facilities and Programs. When the college sponsors a community event on campus, a positive relationship is established with a new segment of potential consumers of college services. College-sponsored social, cultural, and recreational activities can enrich the quality of life in the community. A student-sponsored dinner theater that appeals to community adults can enhance the college's image with an important segment of taxpaying citizens.

Economic Development. There has been an emerging awareness among community colleges of the unique role they might fill in the economic development of their communities. The National Council for Occupational Education surveyed over four hundred community colleges in 1986 about their roles in economic development. Over one-third of the respondents had developed and published institutional mission statements referring to economic development. Career development and placement personnel have a critical role in helping to meet the work-force needs within the local community. Regular contacts with prospective employers and sophisticated placement techniques build credibility for college instructional programs and provide valuable market-research data for curriculum planning and development. An appropriate placement

results in a satisfied student consumer of placement services and a satisfied community consumer of employment services.

The State of Illinois budgeted $2.7 million to create a community economic development capacity at each community college. Iowa has built its new economic development and training law around the service-delivery capacity of state community colleges. The national task force "Keeping America Working" underscored the importance of human resource development in the economic life of the nation and has recognized exemplary two-year college programs that have contributed to economic development in their communities.

The common denominator of all these efforts appears to be the development of partnerships between the community colleges and the businesses, industries, and governmental agencies in their communities. In most of these partnerships, student development and college services personnel play key roles in initial assessment and ultimately in placement activities for business and industry.

Many community colleges market traditional student development services individually to community adults or on contract to community agencies. Triton College in Illinois contracts with employers throughout its district to provide career planning and outplacement services and offers individual counseling and placement for dislocated workers. One of the first elements of a partnership training program between Fresno City College in California and Pacific Bell was a contract for counseling and assessment services. Although these services cannot be converted to the traditional currency of credits and therefore cannot generate tuition and state revenues, a fee-based delivery system may prove attractive to business and industry as well as to individuals.

Evaluation

Student development and college services personnel have sometimes been defensive about the services they provide and too often have asserted that it is impossible to measure what they do. Colleges have been asked to accept on faith the importance of these functions and therefore the need for a significant share of resources. The quest for excellence on the national agenda has resulted in legislation in more than half of the states, which provides a higher level of accountability for educational services. The State of California has initiated a matriculation project that carried $21 million in funding the first year to enhance the quality and accountability of student services functions.

College Services

Many community colleges have perpetuated a myth that student development and college services are "non-revenue producing functions" and

therefore expendable in the event of budgetary crises (Elsner and Ames, 1983). However, if accountability measures can be developed that link these services directly with increases in student enrollment or retention, it may be possible to demonstrate that these are the most important revenue-producing functions within the institution.

If a middle-aged housewife participates in a career planning seminar in a shopping mall and subsequently decides to attend the college, who has produced the revenue—the career planning assistant or the English instructor? If a disabled student needs special assistance with readers, signers, or mobility, who has produced the revenue—the college counselor and nurse or the history instructor? If a housewife is afraid to attend evening classes in an extension center unless a police car and uniformed officer are present, who has produced the revenue—the security officer or the business instructor? If a student is unable to attend classes without financial assistance, who has produced the revenue—the financial aid officer or the nursing instructor? If a student remains in college to participate on the debate team, who has produced the revenue—the debate coach or the sociology instructor? As stated earlier, enrollment management will continue to be a high priority for the institution during the 1990s. Careful evaluation of the success of recruitment and retention tactics can demonstrate a relationship between services and institutional revenue.

Recruitment. At Prince George's Community College in Maryland, follow-up statistics have been maintained on recruitment strategies initiated by the admissions office as part of the college's marketing plan. It was demonstrated that a brochure mailed to all homes in the county generated—during a three-week period—telephone calls from 1,290 persons, of whom 120 registered the next term. Information centers in county shopping malls, staffed Friday night and all day Saturday for fourteen weekends, resulted in over 2,000 prospective student contacts. Of these, 1,336 asked for additional information and 110 registered for the next semester. Even though the total number of high school graduates within the service area declined that year, enrollment by students directly out of high school increased by 18 percent.

Retention. It is far more difficult to assess direct outcomes of retention strategies because many variables may influence a student's decision to continue for the next term. A retention program at Prince George's Community College resulted in one thousand more students continuing from fall to spring than for any comparable period in the previous five years. The analysis of these additional persisters revealed that one-third were older black women who were first-time recipients of federal aid. The retention rate for participants in cocurricular activities was compared with the retention rate for all students attending the college. The all-college retention rate from fall to spring was 67 percent. For those students who attended cocurricular activities, the persistence index was 73

percent, and for student leaders, 84 percent. These data are consistent with other research findings, which suggest that students who get involved tend to have higher persistence rates within the institution. Although caution must be used in making causal statements, it is possible to demonstrate a positive correlation between participation in activities and persistence within the institution. These types of indicators convert quickly to additional institutional revenue.

Records Management. Timely information about student interests and the ability to continuously manage a consumer-responsive class schedule can increase classroom use and assist managers in more efficiently using instructional resources. At Prince George's Community College, timely information to instructional managers increased the average class size by two students per section in sixteen hundred sections. These additional thirty-two hundred enrollments created no additional instructional costs. At Triton College the loss of one student per section during a full year would result in a loss of $500,000 in revenue. Again, it is easy to relate efficient management practices in student services to the economic health of the institution.

Student Services

Student support services should be based on hard research data rather than on historical accidents or staff assumptions. Careful attention should be given to changing demographics and the unique needs new consumers bring to the college. Systematic assessment of student interests at each registration period and of student satisfaction with services provides valuable planning data for improving service delivery.

In evaluating the effectiveness of entry services, the college should be able to document the responses to promotional materials, the ratio of financial aid awarded to potential need, the number of drops and adds, and the number of applicants for admission who do not follow through with paid registrations.

Periodic evaluation of the adequacy of (and satisfaction with) support services provides planning data for services like food, parking, and security. Evaluation indices for educational support services should include measures of the effectiveness of initial course placements, utilization indices for tutoring and study skills services, participation rates for cocurricular activities, and success ratios for satisfactory progress.

The implementation of new technology and automated student record systems can enhance the institution's capability to track student progress and automate appropriate interventions. At Triton College prospective students who contact the college are entered into an admissions tracking system. Communications are sent at specified time intervals with automated follow-up to maintain student interest. Prior to registration, students receive automated advising materials indicating courses they have

completed, courses in which they are currently enrolled, and courses they need to graduate.

Many states are now implementing automated transfer records, which allow students to articulate course work completed at the community college with the requirements of four-year receiving institutions in those states. These automated information systems can ensure timely information to both full- and part-time students and can free professionals to assist students who need direct personal intervention. At Fresno City College a tracking system is being developed that will implement the 2 + 2 + 2 agreements that have been drafted between area high schools, the community college, and Fresno State University. Critical measures for the success of transition services should include participation rates for career planning activities and courses, the percentage of courses successfully transferred to four-year colleges and universities, the number of job opportunities listed, the number of job placements, and satisfaction indices for career and retirement counseling.

Community Services

Evaluation indices for the effectiveness of services to community consumers should include the number of community contacts, the number of community responses to public information and advertising, the number of community residents visiting the campus, the number of community programs hosted on campus, and the number of cultural programs offered for community residents. Other indicators could include the number of employers using college placement services and the number of community residents using fee-based counseling and career planning and placement services.

Accurate and timely information is important, not only in attracting students but also in making certain that the institution's image is consistent with its stated mission. College faculty, with the assistance of the admissions office, should be encouraged to schedule regular workshops with their disciplinary counterparts from high schools, to share with influential high school teachers information about educational opportunities at the college.

At Triton College the counseling office coordinated systematic contacts with targeted businesses in the local service area. Of those contacts, one out of five employers agreed to provide tuition assistance to workers who would return to college. A side benefit was a donation of more than $1.5 million in instructional equipment to the college.

Summary

The preceding discussion has traced the evolution of student development and college services from the *in loco parentis* model to the student

services model to the student development model and has suggested a new consumer focus for delivery of services in the years ahead. This consumer focus suggests a broader definition of consumers that includes the college, the students, and the community. It calls for the careful identification of consumer needs, the development of services directly responsive to those needs, and evaluation processes for determining the effectiveness of the services.

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Student development practices must respond to challenges facing community colleges and focus on ensuring student success.

A Framework for Student Development Practices: A Statement of the League for Innovation in the Community College

Donald S. Doucette, Linda L. Dayton

It has been over fifty years since the publication of the seminal statement in the field of student development, the 1937 report of the American Council on Education (ACE), *The Student Personnel Point of View*. The ACE report provided the philosophical basis for the profession and outlined its ideals. As a result, the fiftieth anniversary is cause for celebration among student development professionals throughout higher education.

The profession has subsequently built on the 1937 statement in response to changing conditions in higher education. In 1949, ACE commissioned a group to revise its initial work in light of the changes wrought by World War II (Williamson and others, 1949). Other efforts, in response to the changes of the late 1960s and early 1970s, resulted in the 1975 statement of the Council of Student Personnel Associations in Higher Education (COSPA), "Student Development Services in Post-Secondary Education" (Cooper, 1975), and in the Tomorrow's Higher Edu-

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cation (THE) project statement, "A Student Development Model for Student Affairs in Tomorrow's Higher Education," in the same year.

Once again, in the 1980s, colleges and universities—particularly community colleges—have been forced to reevaluate their responses to rapidly changing conditions that will continue to have enormous impact on students. Recognizing this, the board of directors of the League for Innovation in the Community College proposed in 1985 the preparation of a new statement. A task force of representatives from league member colleges was appointed and charged with developing a statement that would provide a framework to guide student development practices in community colleges into the 1990s and beyond.

Following a series of sixteen regional meetings held in the spring and summer of 1986, which involved over 260 student development professionals, community college leaders, and representatives from high schools, universities, local communities, and government agencies, the task force decided to focus on practices for ensuring student success—a departure from the more philosophical bent of previous statements. The task force agreed that the contemporary problems facing community colleges required a contemporary response that kept in the forefront the common goal of the student development profession and the community college as a whole: to ensure student success.

The task force then developed draft statements, which were reviewed by a national "blue ribbon" panel of thirty-three members from throughout the higher education community. These drafts were subsequently refined by a subcommittee of the task force. In its final form, the statement was approved by the league board of directors and endorsed by the National Council of Student Development of the American Association of Community and Junior Colleges, by the Community College Task force of the National Association of Student Personnel Administrators, and by Commission XI of the American College Personnel Association.

The text of the league statement, which follows, provides a framework for student development practices in community colleges.

Assuring Student Success in the Community College:
The Role of Student Development Professionals

Philosophy and Purpose. This statement reaffirms the principles upon which the 1937 American Council on Education statement was based. It affirms the dignity and worth of each individual, the uniqueness of each individual, and the fundamental right of each person to realize his or her fullest potential. In addition, the statement reaffirms the basic principles of the student development profession expressed in the 1975 T.H.E. Project Statement and the 1975 COSPA Statement: (a) Human development is an orderly lifelong process leading to the growth of self-determination

and self-direction, which results in more effective behavior. (b) The goals of human development include mastery of knowledge, cultural awareness, value clarification, self-awareness, interpersonal skills, and community responsibility. (c) The role of student development professionals is to provide opportunities for students to achieve these goals.

The purpose of this statement is to describe the role of student development professionals in assuring the success of community college students. The changing demographic, economic, sociological, political, and technological conditions anticipated to affect institutions of higher education in the next decade and beyond represent not only changing needs and challenges, but also changing opportunities. Student development professionals have the opportunity to assist their institutions' commitment to both access and success. Community colleges have provided access to higher education for students; the current challenge is to assure their subsequent success as well. This statement assumes that the goal of student development and the fundamental mission of community colleges are identical: to assure student success. It focuses on the role of student development professionals in accomplishing this over-riding purpose.

Student development professionals have the responsibility not only to provide the conditions and opportunities in which students might succeed, but to determine and prescribe practices that lead to success. Colleges have the responsibility to direct their students, and student development professionals must assume a leadership role in determining and implementing prescriptions for student success.

Terminology. The term *student development professionals* is used throughout to describe those professionals in community colleges who provide services to students and who are concerned with the activities of students as their principal institutional role. *Student development* was judged to be more descriptive of both the philosophy and practice of the profession than other more commonly used terms, such as *student personnel services, student services,* and *student affairs.*

Student development professionals was chosen as most descriptive because these professionals prefer to be known for the philosophy by which they are guided as well as the practices in which they are engaged. The framers of this statement recognize that others within community colleges are also concerned with student development—instructors, coordinators, librarians, and other professionals—and they claim no exclusive right to the role and responsibility for all student development.

The term *student success* is also central to the statement, and needs clarification. Three dimensions of student success emerge from the literature on community colleges: persistence, goal attainment, and academic standing. While these dimensions differ in the way student success is measured, they all implicitly recognize that success results from the congruence between an individual's expectations and some external mile-

stone. Persistence in college programs and attainment of degrees and certificates are commonly used measures of student success. Achievement of individual goals—that may not include program completion—and maintenance of good academic standing that would permit students to continue their studies at some time in the future are also recognized as indicators of success.

For the purposes of the statement, then, student success is the accomplishment of or continued opportunity to accomplish students' individual goals within, or as part of, their institutional experiences and outcomes.

The statement recommends student development practices aimed at assuring the success of community college students amid the changing conditions anticipated for the 1990s and beyond. However, it is recognized that there is no monolithic community college movement, and that community colleges are as different from one another as they are similar. The recommendations are intended to address the broad spectrum of institutions, but certainly some will not apply to all community colleges.

Recommendations

The following are practices recommended to all community colleges which acknowledge that their primary mission is to assure the success of their students. Each of the recommendations responds to the changing conditions affecting or anticipated for community colleges, and each identifies the role of student development professionals in implementing the recommendation. These recommendations should be considered minimum requirements that community colleges and student development professionals must meet to assure student success in the 1990s and beyond.

Student Processes. Changing demographic patterns—including the decreasing number of eighteen-year-olds entering the college pool; the aging of the population; population shifts among regions of the country; the increasing proportions of minority students, women students, and students older than traditional college age; and increasing numbers of students with disabilities and immigrants—have resulted in enormous diversity in the students which community colleges must accommodate. Increasing numbers of part-time and older students, in particular, have resulted in tremendous diversity of student goals and needs to which college processes must be attuned. Rapidly changing technology has increased the optional methods for conducting many college processes and has changed expectations among staff and students concerning the reliability, convenience, comprehensiveness, and speed with which institutional processes should be conducted.

Community colleges must have clearly defined processes for student intake, progress monitoring, and documentation of student outcomes.

Student development professionals must do the following:

1. Design, prescribe, and assist in implementing policies requiring orientation, assessment, course placement, and educational planning.
2. Design and assist in implementing registration and enrollment processes that are convenient for students, that utilize appropriate technology for increased efficiency and speed, and that encourage appropriate human contact for course selection and educational planning.
3. Assist in designing and implementing processes to monitor student progress toward their stated goals that include regular faculty and staff contact with students and that provide opportunities for intervention and assistance.
4. Assist in designing and implementing processes that document student outcomes in terms of their stated goals for the purposes of reporting, evaluation, and related activities.
5. Assist in designing and implementing processes that evaluate the effectiveness of college programs and services for various types of students and assist in improving these as the result of ongoing evaluation.

Association and Involvement. Full-time students taking morning classes and seeking two-year degrees in transfer and occupational fields are an important constituency for community colleges, but they represent a minority of community college students. Students older than traditional college age who attend college part-time and intermittently and who take classes whenever they can fit them into their multiple work and family commitments are the present and future reality for community colleges. The numbers of these students are increasing, yet the research and literature in the field reaffirm the causal relationship between student involvement on campus and student success. To compound the problem, instant communication with remote sites, fingertip access to vast stores of information, and numerous time-saving devices will play an increasing role in administrative and instructional practices; the application of such technological advances could further decrease human contact in the educational process.

Community colleges must develop processes that encourage student association and involvement with the college. Student development professionals must do the following:

6. Encourage and assist in creating opportunities for interaction among students, faculty, and other college staff both inside and outside the classroom.
7. Encourage and assist in creating opportunities to facilitate student interaction through student activities, such as student government, student publications, and inter-collegiate and/or intramural sports;

the design of physical spaces; community service programs; and campus-life functions.

8. Design, prescribe, and assist in implementing continual and recurring educational planning processes that increase contact among students, faculty, and student development professionals.
9. Encourage and assist in designing and implementing "high touch" components for every "high tech" college process to mitigate the possible depersonalization of college programs and services delivered by technological means.

Services. As student attendance patterns change to reflect diverse goals, needs, and multiple commitments, community colleges will be faced with increasing demands for services. While access to college programs has been theoretically guaranteed by community colleges as a matter of principle, meaningful access will require colleges to provide assistance to students in overcoming a variety of real-life barriers to college attendance.

Community colleges must provide a full range and schedule of services to permit students to benefit from college programs. Student development professionals must do the following:

10. Schedule and provide a full range of student support services—such as orientation, counseling, assessment, educational planning, and financial aid—on and off campus at hours necessary to serve all students, including those who attend full-time or part-time; during day or evening; credit or non-credit; and weekday or weekend.
11. Assist in the identification of changing student needs to plan the development or modification of programs and services.
12. Advocate a full range of college services and related facilities, such as food services, library services, and business services, at hours to serve all students.
13. Advocate, coordinate, and provide where appropriate, services to permit students to benefit from college programs, such as child care services, health services, handicapped access, and transportation, either on the college campus or in the surrounding community.
14. Coordinate services to students with those provided by other agencies in the community to meet the full range of student needs, including economic assistance, medical services, legal services, rehabilitation services, and other social services.
15. Make available to students financial resources in the form of gifts, grants, scholarships, loans, work study opportunities, and other financial aid to support them in their educational pursuits.
16. Provide consumer-oriented information related to college costs and assist students in managing the financial obligations of attending college.

Programs. Increased competition for limited resources among all public service agencies has placed higher education under increased scrutiny. Community colleges will be increasingly held accountable to provide programs that are both cost effective and of real value to the students they serve. Issues of quality will affect all educational programming. Employers, students themselves, other educational institutions, and society at large will demand that community colleges document the value of their efforts in real outcomes.

Community colleges must prescribe and provide programs that assure students' competence in specified academic and skill areas. Student development professionals must do the following:

17. Recommend and participate in the development of programs that assure competence in basic skills, knowledge consistent with a general education, acquisition of specific career-related skills, or preparation for further higher education; and prescribe appropriate courses of study according to the stated needs and goals of students.
18. Recommend and participate in the development of programs to support students as they pursue their educational objectives—including study skills and learning strategies, cognitive styles, career counseling, and tutorial assistance; prescribe such assistance as necessary; and provide it as appropriate.
19. Participate in developing and enforcing academic and related student policies that are designed to assure student success, including policies on class attendance, grading, course loads, and minimum academic progress.

Coordination with Other Organizations. Community colleges, as well as other institutions of higher education, will become increasingly accountable to assist in the solution of local, state, and even national concerns. Community colleges will be expected to work cooperatively with local school districts to assure that quality public education is provided to constituents. They will be expected to provide real economic benefits by meeting the work force and training requirements of local business and industry and by assisting in attracting new companies. State officials will demand that community colleges provide high-quality programs at the first and second years of postsecondary education as part of an efficient statewide system of higher education. Federal dollars will be attached to the demonstrated ability of community colleges to contribute to national priorities. Students, too, will become increasingly consumer-oriented and demand demonstrated benefits for their investments of time and money.

Community colleges must coordinate their programs with secondary schools, other colleges and universities, and business and industry. Student development professionals must do the following:

20. Assist in developing and maintaining program agreements with four-year colleges, universities, and secondary schools, and in designing programs that meet the job-entry requirements of local business and industry.
21. Provide interpretation of program agreements and transfer requirements and assist with college choice and college-specific educational planning for students transferring to four-year colleges and universities.
22. Provide orientation and coordinate educational planning services for students moving from local secondary schools to the community college.
23. Provide career planning and placement services to assist students in finding meaningful employment in positions for which they have been qualified by college programs.
24. Encourage the inclusion of necessary student support services in the contractual agreements made by their colleges with local business and industry to provide training programs and provide such services where appropriate.

Use of Technology. Perhaps the most dramatic and pervasive condition anticipated for the next decade is the rapid rate of technological change. Both the pace and complexity of this change will produce unprecedented stress on individuals and institutions, including community colleges. America's transformation to an information-based society will change the nature of work and the skills and preparation required for various occupations, and it will increase the likelihood that people will pursue a series of careers, as well as search for more productive uses of increased leisure time. Information technology and the sheer volume of information available to students, professionals, consumers, and others will change the ways in which institutions are managed.

Community colleges must use state-of-the-art technology to increase the efficiency and effectiveness of services provided to students and to prepare them for productive lives in an increasingly technological society. Student development professionals must do the following:

25. Participate in the design and implementation of student information systems that assist educational planning, progress monitoring, and prescription of intervention strategies, including automated student records, centralized advisement information, program of study and degree audits, early warning systems, and minimum academic progress checks.
26. Encourage and participate in the design of alternative technological methods of providing effective instruction in a variety of delivery formats to increase the accessibility of programs to students.
27. Encourage the incorporation of available technology into learning experiences for students to prepare them for productive lives in an increasingly technological society.

Staff. As the population ages, so too are the faculty and professional staffs of community colleges aging. Hired during the boom years of the 1960s and 1970s, a majority will retire by the early twenty-first century. Changing students and changing technology will require that professional and other staff expand their roles in service to students as fiscal restraints limit increases in the size of college staffs.

Community colleges must develop and implement long-range hiring plans and comprehensive staff development programs to assure that all college staff possess the competence required to assist students to succeed in their educational pursuits. Student development professionals must do the following:

28. Assist in identifying the skills, competencies, characteristics, and attitudes required in professional and other staff positions throughout the college to serve students and assist in the design and implementation of staff development programs aimed at assuring that staff possess or develop these attributes.
29. Identify the educational background, experiences, and specific skills required of student development professionals and design and assist in the implementation of staff development programs aimed at assuring that student development professionals possess or develop these attributes.
30. Advocate the development or restructuring of graduate preparation programs for student development professionals in community colleges and assist in their design and implementation.
31. Assess personnel requirements necessary to provide programs and services identified in the preceding recommendations and, as appropriate, advocate adequate staffing to meet student needs.

Together, these recommendations constitute an action agenda for community college student development professionals. The practices represent the minimum response that community colleges must make to the changing conditions of the next decades if they are to assure the success of their students. They identify the leadership role that student development professionals must take to assure that their institutions respond effectively to the challenges facing community colleges.

A Student-Oriented Organizational Ethic. Since the mid-1960s, the number of community colleges has grown rapidly, and their missions have expanded to include programs and services to an ever-increasing diversity of students. This expansion has resulted in increased specialization and separation of functions within organizations. However, as community colleges prepare to enter the 1990s, dual pressures for restraint in public expenditures and for increased public accountability will require consolidation, rather than expansion, of community college missions. Just as corporations have been advised to "stick to their knitting" in the face of rapid change, community colleges will be required to identify and pursue their priority functions.

Community colleges must develop and nurture an organizational culture and ethic that recognizes and explicitly supports the primacy of the institutional mission to assure student success. Student development professionals must play a central role in helping their colleges to achieve that mission.

Student development professionals must seek to focus the attention of support staff, faculty, administrators, and chief executive officers on the fundamental and primary importance of institutional efforts to assure student success. They must assist in the design and implementation of integrated student-oriented programs and services. They must encourage and participate in the development of partnerships with faculty and other staff in providing instruction, services, and related developmental opportunities to students. They must actively contribute to an institutional climate that is oriented toward students.

An Agenda for Action

Student development professionals must lead efforts at the national, state, regional, and institutional levels to implement the statement's recommended practices throughout the higher education community. At the most fundamental level, this framework for student development in community colleges will have achieved its goal only if it improves the way institutions act toward their students. National, regional, and state concerns notwithstanding, it is at the institutional level that this statement must succeed or fail in increasing student success, and it is at this level that student development professionals have the greatest responsibility, as well as the greatest opportunity, to effect positive changes.

All community colleges engage in formal planning processes, most of which call for broad participation from throughout the institution. Many other colleges regularly review their institutional missions as well as conduct systematic program evaluations. The results of such planning and review are reflected in the budget-setting processes that effectively determine the activities of the institution. Student development professionals must participate effectively in these processes and influence their colleges to identify activities that improve student success as top institutional priorities. The recommendations of the league statement have been endorsed by national community college leaders and need to be used persuasively in institutional discussions. Student development professionals must also lead the way in objectively evaluating the strengths and weaknesses of their own programs, to demonstrate their commitment to high-quality programming for student success.

Student development professionals must use the statement to build coalitions among all of the institutional constituencies whose efforts affect students, including instructors, administrators, and support staff.

They must use the staff development resources of their colleges to build teams of individuals from throughout the institution that will design and implement programs for increasing the opportunities for students to succeed. In-house workshops, seminars, and professional development activities need to focus on student success. The practices recommended by the league statement provide a full agenda for such institutional efforts.

Finally, for an institution to develop and maintain an organizational ethic regarding students, the commitment of the chief executive officer and the governing board must be ensured. For this purpose, the chief student development officer of every community college must be the persistent and articulate advocate for students; there is no substitute for his or her leadership in this role.

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The future of student development depends on the ability of the profession to meet the dual challenges of access and quality in ways that help ensure student success.

Telling the Truth, Warming the Heart: The Future of Student Development in the Community College

Ruth G. Shaw

In recent years, student development practitioners have set about a rigorous self-examination of their profession. This scrutiny has led to a clearer definition of the role of student development, a sharper focus on results related to college purposes, and a keen sense that greater integration with instruction is needed to help ensure student success. Today, the profession is poised to be a central part of the renaissance of quality in the open-door community college. How this role is played will help determine the character of the community college of tomorrow. If student development professionals can provide the systems of advisement, assessment, evaluation, and support to ensure student success, the community college of 1997 will reach levels of quality that give more profound meaning to access.

Telling the Truth, Warming the Heart

A review of contemporary student development literature is a mixed blessing. One can find a tremendous intellectual surge, epitomized in the

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New Directions for Community Colleges, no. 67. San Francisco: Jossey-Bass, Fall 1989.

two Traverse City Conference statements and reflected in countless other articles and books that embrace the new themes of (1) creating closer relations with instruction to help ensure student success and (2) emphasizing the evaluation of results. Realistic self-assessment has been the order of the day for student development professionals, and this scrutiny has given rise to new ideas, new approaches, and new reasons for being.

The literature is more cautious now in discussing the realization of human potential or in talking about the "whole student." This new caution is not a departure from the theories of growth and development that undergird the profession but a recognition that these goals must be achieved in specific ways. Passionate rhetoric has given way to reasoned approaches. What student development professionals must ensure is that the new approaches are still charged with the passion of caring for students that has marked the community college in general and student development in particular.

The literature continues to be marred by fuzzy writing and thinking, which befuddle all newcomers as they begin to read in the field. After hours of analysis and considerable head scratching, I have been able to summarize what I learned in three sentences: The situation in student development is critical, compounded by changing internal and external environments. In the computerized, high-tech era of shifting demographics, we must utilize collaborative linkages that will connect us to new networks and partnerships using integrated intervention strategies. We must intentionally increase our effectiveness by creating a milieu in which we will comprehensively, systematically, and continuously maximize the probability of holistic student success and reduce nonachievement of student goals by utilizing alternative, multiple-learning support modes, modalities, and modules.

(Readers who believe they understand the foregoing are in trouble. And if I should understand it, then I would be in trouble. Furthermore, if the student development professional continues to tolerate this mumbo jumbo, then the profession is in trouble!)

I left "psychobabble" quickly behind and began to talk to my friends and colleagues in student development across the country, as I thought deeply about the challenges that face the profession. One friend with whom I talked was Sharon Griffith, vice-president of student development at Richland College in Dallas. Sharon died in May 1987 after being diagnosed with brain cancer the previous summer. She and I had had many conversations about student development and its future while we were colleagues and coconspirators on the Student Development Council in Dallas. I called Sharon in April 1987 and asked for her thoughts on the future of student development. As always, she delivered. The woman could think the way Tony Dorsett could run. She was always the clarifier, the one who focused on the task, the one who kept us honest. She came

from a background as instructor and instructional administrator; she had little patience for "psychobabble" and mumbo jumbo. She would have been at the vanguard of the moves for integration with instructional programs and for rigorous examination of results. But her ideas on the future had very little to do with the new emphasis on effectiveness or on building better relationships with instructional colleagues. She wrote, "Our focus has been careers, personal development, etc. The future belongs to less material goals; moral and ethical development, concern for the community and the planet. Time to focus on less selfish programs. What a terrific challenge! Have fun" (personal communication). Her observations were clearly out of step with current trends in student development.

I thought about her words "less selfish programs." Was the new approach, emphasizing results, the response of student development to the competitive, materialistic generation? Was this approach as shortsighted in its emphasis on effectiveness and measurable results as the seventies approach now seems in its emphasis on relevance and the right to fail? Did student development risk losing some tenets of great value in its headlong rush to satisfy material goals? Was student development, wittingly or unwittingly, part of the gentrification of the community college in bringing out old ideas of testing and placement and putting them behind the wheel of a BMW called assessment?

I reflected. Then I received a copy of the remarks Sharon had written to be read when she was named recipient of the Dallas Student Development Award (Griffith, 1987). There, she set out two priorities that had emerged for her as fundamental. These priorities describe simply and profoundly what student development must be about. The first is "to tell the truth." She wrote, "Telling a lie, or telling a partial truth, or withholding information is so much more damaging than the truth can be. When someone asks you for information or your opinion, and you are uncomfortable in telling the truth, take a deep breath, reach out and hug the listener, and tell the truth."

Perhaps many of the new ideas about institutional effectiveness are just a different kind of truth telling. Student development professionals are telling the truth to each other about what they can and cannot do. Community colleges are telling the truth to students about what they can do and how they can help. Perhaps much of the value in the new approaches is in simply telling the truth—with consideration—to our students, our publics, ourselves.

This kind of truth telling is different for community college educators who cut their teeth on promises of opportunity and success. We were often less rigorous in measuring our outcomes than in grading our students. We need to tell the truth to help ensure student success.

Sharon's second priority is a long-standing one for student develop-

ment professionals: to warm the heart. The community college is big-hearted; the emphasis on individual students, on teaching and learning, and on simple caring has been a special combination. In the current rush to tell the truth, there is some danger that we will chill the heart instead of warming it. And if we succumb to that danger, we will have lost the special spirit and unique mission of the community college. We cannot confuse a soft head with a warm heart; we can be tough-minded and tenderhearted. But it will not be easy. This challenge is fundamental as we contemplate the future.

The Open Door

No one believes more strongly than I do that quality makes the open doors of the community college worth going through. I believe in student assessment for advisement and placement; I believe in academic standards; I believe in clear policies that build student responsibility. These quality emphases, however, should not denigrate the fundamental value of the open door.

I was part of the "community college movement," standing on the other side of the open door with open arms to help the underprepared, the unmotivated, the disenfranchised. Because I now stand there with new ways to help students succeed does not mean that the open door was ill conceived.

Current literature calls the open door myopic and meaningless, and authors cavalierly suggest that it held out false and empty promises to students, who looked for opportunity but found more failure than success. It is implied or stated outright that community colleges simply did not try to help these students meet any standards at all. Perhaps that happened in some places; it surely did not happen everywhere.

Today the open door seems to be a target of the so-called quality revolution. Community colleges are distancing themselves from the open door in subtle and not so subtle ways. We seem to accept this consequence as an almost inevitable corollary of excellence. Where are those who remember how difficult it was to open those doors? Where are the people who made them worth going through twenty-five years ago or even a decade ago? Many are still part of the community college. And they have worked on creative assessment programs, tutoring programs that were duplicated throughout the country, and recruiting and counseling programs that brought thousands of students to college and kept them there.

Who made the open door meaningless by offering weak support services, shoddy instruction, low standards, and poor evaluation? It could only be community college leaders. Yet I simply do not believe that we did that poor a job. Were we experimenting? Yes. Did we have some failures? Certainly. Have we learned from those mistakes? I think so.

Historical revisionists are without portfolio as they rewrite the history of the community college and of student development to correspond with their own beliefs. Certainly, we learned that individual efforts to help each student were not sufficient to ensure student success; the entire organization must be structured toward this goal. But if the college administration extends late registration, waives entry-level testing, ignores prerequisites, and weakens grading standards to build FTE, it is hardly the fault of the open door. To attack the open door is to say the fault lies with the students the community college was intended to serve, rather than with the ways we have served them.

We abdicate our mission if our zeal for excellence leads us to "redefine the open door" (that most popular of current euphemisms) in ways that are reactionary instead of visionary. And I believe we now run that risk. Every college does not have the leadership of Miami-Dade's Robert McCabe, who sees clearly how to combine access and excellence. We must uphold both excellence and the open door; we must never imply that the two concepts are somehow incompatible or that the open door itself has somehow led to a decline in quality. We must constantly ensure that the open door is worth going through and that it stays open as well.

Rapid Change or More of the Same?

There are already some signs that suggest student development professionals might be as likely to be reactionary as visionary. The strategic planning approach that is being adopted for student development forces concentration on trends and change. Reviewing the literature suggests that great changes have occurred rapidly (and somewhat surprisingly). But many of these so-called dramatic changes merely represent more of the same. And that is what makes them frightening.

Since student success is our main focus, changes in the student body are of the greatest interest. The reports emphasize that more minorities, more women, older students, more part-time students, and more students with disabilities will be attending community colleges, making new demands on a system inadequately prepared.

My concern is that the demands are not new. It should not come as any surprise that these students are a growing segment of the community college enrollment; they are the very populations that community colleges were most particularly designed to serve, and they have been with us all along. The bad news is that community colleges do not have a strong record of success in serving them. That is a difficult truth to face.

My concern is not that it is news that most community college students are women, but that it is a long-standing fact, which we treat as a new curiosity.

My concern is that even providing child-care referral has been a low

or nonexistent priority for years. Many of our efforts to attract women to nontraditional, high-paying occupations have been grant-funded Band-Aids that offer too little to too few.

My concern is not that more community college students will be minorities, but that they will not be. Certainly we should be enrolling more minorities, and if enrollment trends paralleled population trends, we would be sure to enroll more minorities. But enrollments tell a different tale. In many states, community colleges are actually losing ground in minority enrollments. According to Newman (1987), community colleges are now enrolling 9.5 percent of the black population, down 10 percent from a decade ago. In some southwestern states, Hispanic enrollees and graduates are declining in real numbers, despite their growing numbers in the population.

The door to community colleges was opened, in part, to provide opportunity to minorities that might otherwise have been disenfranchised. The issue is not that their numbers are growing, but that they are not.

Likewise, average student age in the community college has been creeping upward for years, along with the swelling number of part-time, evening students. Most community colleges enroll more than half their students at night, yet few have anything approaching half their full-time staff available at night, and most do not have a full complement of services at night.

My concern is not that community colleges have more students who are older, who attend in the evening, and who attend part-time, but that we have had them for years. Yet our mainline programs continue to focus on underprepared recent high school graduates who enroll full-time in the day. We continue to concentrate the great majority of the resources on these students.

Who will change? Will we shift the pattern of thinking by altering our own work schedules to match the needs of students? What if such scheduling requires the dreaded "split shift"? Can we translate our statements of caring, our impressive standards for performance, and our emphasis on evaluation into individual actions that will not increase the demands on institutional resources? Can we reallocate resources instead of asking for more?

Can we in student development admit that our own convenience has been put before student needs, just as surely as faculty convenience has frequently been put before student scheduling needs? And, more important, will we change?

Building Trust

Ensuring student success calls for a realistic appraisal of the current situation. It calls for teamwork between student development and instruction. The rhetoric of the future calls for integration, collaboration, part-

nership, linkage, cooperation, confluence—or some other synonym—between student development and instruction. Much ink has been spilled to develop organizational schemes that encourage this partnership or that tie student development more appropriately into the authority system. The truth is that some fundamental trust building is imperative before any structural change will make a dime's worth of difference.

Trust is built in two ways: by developing understanding and by demonstrating results.

The separation that now confounds student development and instruction stems from a misunderstanding of shared purpose that has been brewing for fifteen years. The 1970 THE project statement and the 1975 COSPA statement contain, according to the 1987 Statement of the League for Innovation in the Community College, the basic principles of the student development profession:

- Human development is an orderly, lifelong process leading to the growth of self-determination and self-direction, which results in more effective behavior.
- The goals of human development include mastery of knowledge, cultural awareness, value clarification, self-awareness, interpersonal skills, and community responsibility.
- The role of student development professionals is to provide opportunities for students to achieve these goals [p. 2].

The confusion is evident: The goals of human development are the goals of education. If the role of student development professionals is to provide opportunities for students to meet these goals, then all community college educators are student development professionals. There is simply no distinction. For some years, the distinct talents, skills, knowledge, and perspective brought to the educational enterprise by student development professionals was not the focus of discussion. The focus was on human development or student development as though it were a radical concept and a new perspective. Somehow, student development professionals set themselves apart, although it was immediately evident that the goal was common. When eternal verities, with their origins in Plato's *Republic*, are represented as distinguishing characteristics of a special group, people begin to wonder what genuinely characterizes the profession.

Don Creamer's suggestion that student development realign its goals to be consistent with general education is a little late. The goals have always been aligned, and it could only come as a surprise to our educational colleagues if the similarity had just been noticed. General education is taking its licks, too, and so I would suggest we leave the overriding goals alone. They have lasted two thousand years; I expect they will endure a little longer. The commonality of goals would seem too obvious to warrant much discussion.

Community college leaders and student development professionals need to concentrate on moving forward in specific ways. We can build trust (and thus integrate student development and instruction) by regularly including faculty consultants/advisers as part of student development staff meetings, and vice versa. Student development professionals can build understanding about their special perspective and expertise by participating in activities—and there are many of them—that span organizational boundaries.

Currently, assessment is receiving the most attention. Faculty need help in test selection, in determining placement criteria, and in analyzing results. When student development professionals bring helpful expertise to discussions of common educational problems, better integration is an inevitable by-product.

Opportunities to bring expertise to bear are abundant. Providing support for corporate training activities, developing tutor skill-training programs, organizing student programs and activities around themes that reinforce educational goals, developing student advising systems—all are opportunities for trust building, team building, and integration. The task is to be sure that student development professionals have the talents to take to the table—and the work already under way shows that many do.

Can student development professionals take the time to build trust before they attempt to change structure? Can collaboration become routine and ordinary? Are student development professionals secure enough to invite instructional staff members as advisers, caring critics, and helpers? There is no need to wait for the special task force that makes us work together; we must be building these relations every day. And that means student development professionals must be confident of the value in the work they are doing and able to listen fully to different points of view, without defensiveness. Communication throughout the college has to become a fundamental process, not an afterthought.

Goodbye to Empty Arguments

If student development professionals are to build a strong future that will ensure student success, they must bid adieu to empty arguments about identity, name, whether to serve students or the institution, and the like. Scarred from many hours of these debates, I make the following observations.

We create our own identities through the work that we do and the attitudes that we convey. No one outside of student development pays much attention to the perennial, guilt-laden search for identity that seems to plague the profession. Student development will best find its professional identity by giving up the search. As long as it is concerned with

how it is perceived by some threatening others, student development will be missing opportunities to do the very things that would change the way it perceives itself. We cannot change the perceptions of others. We can change what we are doing, and that action influences others to change their attitudes. The value of student services and student development is more apparent and more accepted today than in the past five years. This is because of the fine work being done and the results being shown, not because student development has redefined its identity.

The current debates over whether student development should serve the student or the institution also miss the point. For most people this is an artificial dialectic, and it raises the question of what has been happening all along. When I read that the idea of measuring counseling effectiveness against the achievement of institutional goals is a "comparatively foreign" idea (Creamer, 1987), I wonder how counseling did measure its effectiveness. I am also loath to believe that there is great divergence between the aggregate achievement of student goals and the goals of the institution. Surely if such disparity exists, student development is farther off track than even its sharpest critics imagine.

It is time to get to work, and I see that attitude reflected throughout the student development profession. I have read enough national standards for student development to last a lifetime. Many of them are well done, and they surely provide a point of departure for any college to develop its standards. It is time to move on with programs that model all the fine traits described in the recent literature. The League for Innovation statement on ensuring student success can be the impetus for action plans across the country—and action is what is required.

I concur completely with Keyser (1985), who asserts that leadership in student development calls for more than simple advocacy. It must "show itself as [an] essential [ingredient] in the recipe for teaching and learning, in getting students started right and keeping them on the course of success, and in facilitating their transition to work, to a university or to some other station in life" (p. 5). Student development needs new models and new leaders less than it needs to get on with the full agenda that lies ahead for helping ensure student success.

As I have gone about the job of learning to know a new community and a new college in the past year, I have seen and heard widespread support for student development. Business people working with Central Piedmont Community College's Cities in Schools Program for high-risk students ask immediately about the counseling component of any proposed program. They know that contact is vital for success. And they do not sneer at the idea of building self-esteem. Corporations new in town want to know about available testing, placement, and academic support programs. The Literacy Coalition sees the presence of caring tutors as the critical factor in the persistence of reading students. Faculty point to

the possibilities of a new tracking system and look to student development for leadership.

We are about to see the emergence of student development in the community college as a visionary vehicle that will help ensure student success and institutional vitality for years to come. Thoreau said, "Things do not change. We change." If community college educators concentrate, individually and collectively, on dedicating themselves to student success, then real differences will be made for their students.

Reformation or Renaissance?

As I have revisited the literature and listened to the discussions of student development professionals, I have found myself wondering whether student development will find itself part of a reactionary reformation that may fundamentally change the community college, or whether it will instead be part of a learning renaissance that expands our vision rather than limiting it. The profession is indeed at a crossroads, and the road taken will make all the difference. In one direction lies a course that may make community colleges indistinguishable from the universities they have so often criticized, except that they will give admissions tests after students are admitted—or at least will do so as long as they can get funding for developmental studies. In another direction lies the incoherent albeit warmhearted community college that does not really care enough about students to evaluate their success. And down the most difficult path lies the community college that is still proud of its open door and that has a network of support that genuinely ensures student success. It is not a certainty that we will take the most difficult path, but we can take it—and I believe that we must.

For every well-conceived effort to envision educational policies and processes that will help ensure student success, there has been an ill-conceived effort to create the illusion of quality through a simpleminded return to past practices. Certainly, community colleges have succumbed to some reactionary tendencies. Pick up a college catalogue of the early sixties, flip to general education degree requirements, and there you will find the bulk of the "new" general education—a fixed sequence of introductory courses that were already then part of the curriculum. It is not impossible to find fresh thinking, but it is difficult.

Current reform in the community college curriculum has been described as a pendulum swing, swaying back and forth but never going anywhere. We have the opportunity to go somewhere in student development, but the temptation to swing back to the past will be strong.

It is easy to see why today's new ideas may be viewed as old wine in new bottles. Dassance (1986) describes the functions of student support in the 1960s in words that parallel today's priorities: providing information

on academic and career choices, developing more realistic expectations among students, and providing overall student guidance. But if student development is returning to basics, it is with a perspective much enriched by a clear focus on student success and much enhanced by the new technology that is available.

As I look at the future of student development, I see more renaissance than reformation. Certainly, student development professionals will set the standards, develop the systems, and evaluate the results. They will also work toward an environment in which the dignity and worth of the individual are unquestioned. A renaissance calls for more than rule making and effectiveness measures. It calls for a rebirth of excitement and a recharge of the spirit.

All of us in the community college can agree that we have measured our effectiveness too rarely; we must get on with the business of evaluating our results. But that must not become the focus of our work. Even the words we use suggest the new business-school chill that is falling over the community college: We manage enrollments, we track, we monitor, we measure, we warn, we place, we suspend. Is this the call of the future or the vocabulary of the past? We need to remember that the special strength of the community college has always been caring for students as individuals, never treating them as mere numbers but providing support in every way we know.

Community colleges have the technology, the adult learning theory, and the techniques to tell more of the "truth" than students have ever known—and we can tell them the truth in ways that warm their hearts as well. We also have the frightening capacity to use tests as intimidators, to put new requirements in place with no support for students to meet them, to create an atmosphere of competitiveness and failure even in our efforts to ensure success.

Our predecessors who removed all admissions testing because it was anathema intended no harm. The student development leaders who espoused personal development as the principal function of student affairs did not see that other functions might be forgotten. They wrote cogent papers to support their positions. They were responding to their place and time with reasoned judgments about what would work.

Today, student development professionals are making reasoned judgments about what will work. They, too, will intend no harm as they respond to their place and time by honing in on quality, success, and results. Unless community college leaders look not only at this place and time but beyond it, they will fail the future. We can choose "re-vision," or we can merely react. Let us do the former.

The only new dimension of the quality reformation is the intricate web of support that helps students succeed. Much of this support depends on student development professionals, and that is encouraging, for they

have the skills and the heart to vitalize the new visions, new ideas, and new reasons for being.

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A new emphasis on enrollment management will help renew student services in the decade ahead.

Future Direction for Student Services: A View from the Top

Robert H. McCabe

How one views the evolution and future direction of student services is necessarily based on one's interpretation of the mission of American community colleges and their future direction. There is a period of considerable difference in opinion regarding those matters, with some individuals believing that we should strictly be community service organizations, others believing that our future should principally be in occupational education, and a minority sharing my view that the transfer function and the two-year occupational programs are the foundation on which all other programs depend. This requires that the institutions be student-centered and focus on teaching/learning, student retention, program completion, and student achievement. This chapter begins with a review of community college development and its mission, especially as they relate to student services.

Development of the American Community College

The major expansion of the American community college took place in the 1960s and early 1970s, beginning with a great wave of optimism

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about America. The improvement in providing opportunities for minorities and the American commitment to that improvement clearly helped us believe that education was the critical element for climbing the economic and social ladder. This period of optimism was also a time of great emphasis on the individual and, for that matter, of considerable rejection of authority. It was the Spock era of child rearing; the individual was paramount, and we talked about "doing your own thing" and "I'm OK, you're OK." There was great expansion in American tolerance for a wide range of behavior and far less emphasis on conformity.

These social attitudes were reflected in both community college programs and the development of student services. Such ideas were combined with the struggle to expand access, particularly to integrate into our institutions individuals with less educational preparation, including many who previously had no opportunity to enroll. As a result, programs were designed to eliminate all hurdles, and we talked about "the right to fail," meaning that individuals knew more about what they could and could not do than any institutional professional. An illustration of the effort to eliminate hurdles was evident in a series of discussions, held in the early 1970s at Miami-Dade Community College, about collecting research data. We knew that more information about our students was needed as a basis for making good decisions. However, after discussion, the decision was made that our admissions form, approximately 4 × 8½ inches in size, should not be expanded to solicit additional data. We were more concerned that expanding the form would create a barrier for applicants.

It was in this period that the idea of an educational "filling station" developed in community colleges, particularly those in urban areas. This reflected the concept that people could come by, get what they needed when they needed it, stop back, and again get what they needed when and as they needed it. There was no real concern for progression in program, and there was a no-result orientation. Also in this period, funding was very positive, with enrollment-driven formulas and each new student producing more income than expenditure. Those who were not part of the community college in those days would find it hard to believe that Florida then used a system based on "recalculation." Under this system, if a college's enrollment exceeded the estimate in the fall term, the institution simply sent in a new estimate, and more funds were forthcoming at the same rate per student. In such an environment it was easy to add programs, both because there was funding available and because nothing needed to be deleted in a noncompetitive environment.

As a reflection of these conditions, student services programs evolved with a strong emphasis on personal development. Funds were provided for personal counseling, which was the most valued service, receiving the greatest support. The view that students could be substantially self-

guided with regard to academic decisions was based on the feeling that they could make their own best choices. It was also a response to the profound influence of encounter groups and "touchy-feely" activities, which had proliferated. The core of the program and the focus of attention was self. To illustrate, in the late 1960s at Miami-Dade, a student marijuana party taking place in a campus auditorium was raided. The student group's faculty adviser (no longer with the college) was more angered at the "narcs" for coming onto the campus and taking action than worried that students had been discovered exhibiting such behavior or that the college had permitted an illegal act. During this period, student services adopted an almost independent mission of helping individuals with personal development issues apart from the educational program.

In the 1970s changes began to occur and funds tightened. Enrollment continued to grow, however, even in this less affluent period. Institutions around the country, to save money, added part-time rather than full-time faculty and froze student services operations. In 1980 staffing in student services was almost identical to levels in 1970, despite a substantial enrollment increase. Within the community college as a whole, interest in student services began to wane, and personal counseling lost its high-priority status with presidents and boards.

Beginning in the late 1970s, institutions began to react to the realities of the emerging information age. With a combination of more information skills needed by more individuals for basic employment, less of those skills evident among entering students, and the rising public concern for the quality of education, changes in the institutions were required. At the same time, as the push for quality by the public occurred, there was also an emphasis on the economic impact of the institutions and on occupational education. Legislatures began to withdraw support for avocational and personal development activities. Because of the increasing academic requirements for graduation, the doors of opportunity to higher education through the community colleges continued to open wider, encompassing the handicapped, returning women, minorities and, in many urban areas, growing numbers of refugees and immigrants.

In this environment, it was clear that the concept of a right to fail—that is, that students should take whatever they like and then find out whether they can be successful—had failed. Dropout rates were staggering and there was a clear destruction of the learning environment. With large percentages of students being self-advised and many taking courses for which they were unprepared, the faculty were placed in an increasingly untenable situation. The diversity of student competencies was so great as to make it virtually impossible to maintain high expectations for student learning and reasonable retention. A feeling of futility grew as

faculty came to believe it was impossible to be successful with such a broad range of abilities in the classroom. In some cases, faculty brought their expectations down to the level of the unprepared students, to the disadvantage of those who were prepared. Unacceptably low expectations had crept into many of our institutions.

Recent Changes in the Environment

The critical issue confronting institutions in the information age remains that of increasing numbers of students with fewer academic skills at a time when higher-level skills are needed in order to be successful. Our institutions are serving more part-time and older students, more working individuals, more poorly motivated students, and a far greater ethnic and cultural diversity. At the same time, legislatures throughout the country are creating a variety of requirements for higher levels of competence among graduates. What is needed (and what I hope to have implemented at Miami-Dade) in place of a right-to-fail program is a right-to-succeed program that is more directive and more supportive and that maintains higher expectations. The centerpiece of community colleges must be the associate degree transfer and occupational programs. It is through these that we achieve our credibility; they serve as a foundation for the other services we offer. There must be an increase in program completions and high academic standards and achievement. We must also be cognizant of movements being driven both within and outside our institutions, including an assessment movement and a quality movement.

There also exists today much greater competition for students. We are all aware of the continued decline in the eighteen-year-old population and with it the increasing aggressiveness of four-year institutions to recruit students. Some have said, "Thank you very much, community colleges, for standing in while you were needed, but you're not needed in this area anymore." Others accuse us of failure because of high dropout rates, as they define them, and particularly the lack of success in transferring black students from many community colleges. To maintain quality in community colleges, we must provide service for a substantial number of well-qualified students, although our primary service may be for those who otherwise could not attend or who begin with skill deficiencies. It is impossible to maintain high educational quality if all students begin in a deficient status. Thus, community colleges should now look at the concept of enrollment management, which is being implemented by many private and other institutions both to recruit and retain students. Such a process is necessary to retain our share of well-prepared students and also to design programs that help more students complete their academic goals.

Implications for Student Services

In the environment that I have described, student services moves to center stage. It becomes an integral partner with academic affairs and the orchestrator of students' educational programs at the college. While additional funds will come slowly, they will come, and student services will almost certainly be asked to expand their programs without growth or even with less support for personal counseling. Student services will benefit from increased interest and attention from presidents and boards, and with this will come greater expectations for productivity. There will be no choice but to emphasize these services, for they will work in the institutions' best interest by retaining enrollment and thus ensuring economic stability. In addition, for the enlightened president and board it is certainly in the best interest of students, especially the large number who begin with deficiencies, to receive help in completing programs successfully.

Most community college leaders are committed to the difficult-to-achieve, but essential, goal of access and excellence. Well-supported, effective, and comprehensive student services operations are the indispensable key to that goal. Student services operations are responsible for integrating components of the educational program and for guiding students' progress. They control student flow through testing, advisement, placement, registration, and the continuous monitoring of students' programs during their stay in the institution. They are responsible for placing students in circumstances where they will receive the required support, so that the academic team can help them succeed and the students themselves feel they can succeed.

Student services must depend heavily on information technology for accurate and timely information in order to offer good advice and direction to students, to accurately monitor their progress, to give continual feedback, and to provide the correct intervention strategy based on solid information. These functions, in which student services becomes an integral part of the educational program, will be the central focus for the future. This represents a considerable change from the almost independent focus on personal development that dominated in the 1960s—the last time student services was on center stage in community colleges. If one accepts my view of the community college mission as emphasizing educational programs, quality, access, and retention, there can be no other role for student services.

Independent colleges and universities depend heavily on income provided by students to operate the institutions. For many there is little or no funding base independent of student fees. Even the substantial state and federal funding of these institutions is funneled through students. Many of the residential institutions have an enrollment composed almost

entirely of full-time students coming directly from high school. With the number of eighteen-year-olds declining, some of these institutions, in the interest of survival, became oriented more toward consumers and marketing. They introduced the concept of enrollment management, and in order to compete, community colleges are now adopting this approach. Student services is also likely to be responsible for enrollment management, although in some cases that will be located elsewhere, as it encompasses public relations, advertising, and recruitment as well as the functions typically handled by student services.

The concept of enrollment management is based on sound principles. It first entails establishing the enrollment goals of the institution and then gathering research data about (1) the institution and its place in the educational community, (2) the interests of students, (3) the reasons that students (especially those targeted by the institution) have selected the institution, and (4) what students identify as positive and negative aspects of the college. In addition, enrollment management uses a comprehensive plan for the institution's interaction with students. Programs should be developed that begin with recruitment and encompass all interactive relationships with students from the time they show interest in the institution through the time they register. Enrollment management should also be concerned with student response to the educational program and retention efforts. Phases of information gathering should include orientation to the college, registration, and follow-up concerning the college's programs and its services, with the data used as a basis for improving the entire program. The whole process must provide an enhanced service system that supports the student.

If one thinks about it only on the basis of self-interest, it is incredible that institutions interested in maintaining enrollment treat students as they do during registration. In most institutions, this process is the epitome of bureaucracy, with poor service, lines (and more lines), and a multitude of windows occupied by people with narrowly defined functions who seem always to be sending students to other windows to get information. Worst of all, little quality assistance in course and schedule selection is provided. This type of system conveys the message that we are willing to offer educational services if students will work their way through the confusion. But nothing conveys what we claim is critically important—that community colleges have an interest in these students and care about meeting their needs.

I recently bought a new automobile, and we all know what the typical experience is like with automobile dealerships. It is often a hassle from start to finish, and once the car is sold, no one seems to know you exist. In this case, my experience was very positive, and the price was negotiated without trips to mysterious supervisors, without pressure, and with the feeling that two reasonable people were speaking together. After I

purchased the car, the salesman gave me his card, which included his home number, and suggested that I call him directly if I had any problems. He indicated that whenever I had to bring the car in, he would arrange to get me home or to the office, and that I should work through him in dealing with the service department at all times. When the car was delivered, the owner of the agency greeted me and inspected the car. Even though I was prepared to accept it, he sent it back because he was not satisfied with an imperfection in the chrome trim on one side. Personnel in that agency have in fact lived up to their promises and have taken an active interest throughout. I am able to brag honestly about them to many individuals—a terrific recruiting mechanism. We should treat our customers (students) in the same way and actively demonstrate that we are interested and prepared to help. Paying attention to these areas of service is an essential part of enrollment management.

With regard to registration, information technology has the potential to eliminate the multitude of windows and to present sufficient information about financial aid, placement advisement, and registration via a single individual, who can sit with the student and provide assistance throughout all phases of the registration process. I believe this so firmly that Miami-Dade Community College is currently working to put such a program in place. It is our hope that five years from now there will be no windows, no lines, and no bouncing from one place to another. Instead of our moving students from station to station, the necessary information will be moved through information technology to a single location, where the student and a generalist-adviser will work together. Systems are being developed to provide quality information, thus narrowing the decision range so that one individual can advise and implement with regard to educational program, financial aid, and registration.

Course placement should be based on test data and other performance information, and the newly developed adaptive testing arrangements show promise for on-the-spot usage, with feedback to the adviser from an information system that can be used to properly place the student. Once the student begins his or her program, there should be continuous feedback of information and ongoing monitoring of progress. Because there is such a high correlation between course load and performance and because so many students work and underestimate the time that study and schoolwork will require, course-load restrictions should be one of the early interventions for students having academic difficulty. In addition, student services should be responsible for providing courses that deal with time management, career choice, and study skills. Other interventions should be available, including prescriptive activities and individual support, and all these should be controlled and directed by student services.

One area in which most community colleges have been particularly

deficient is that of placement, both into universities and into jobs. Student services should clearly be more aggressive and increase its efforts in this area. With enrollment declining in universities, there is great interest in community college transfer students. If we initiate contacts, institutions will be much more receptive than they were in the past to developing articulation plans for the student's benefit.

Summary

This is a period in which student services is receiving increased attention and is being rephased to a new and more central mission. The emphasis is on the student's education and is integral to the academic work of the institution. Services must be "customer oriented" and have high reliance on information technology. A number of different jobs, such as learning specialist and student entry specialist (generalist), will evolve in the student services structure. Personal counseling will diminish.

Even more than in the past, community colleges remain the most important educational institutions in America. They are the only institutions prepared both in program and attitude to take on the task of salvaging the lives of millions of Americans who are underprepared to function in the information society. Innovative new student services programs and leadership are key elements in organizing our institutions for success.

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Examining the literature on current trends in student development informs an evaluation of their influence on theory and practice.

Trends and Issues in Student Development

Jennifer Curry, Brian Young

As the chapters in this volume suggest, the term *student development* is defined variously by community college practitioners. The term may refer to the development of the student as a person, the development of certain cognitive skills deemed necessary for the successful student, or the development of specific technical capacities necessary for becoming productively employed. This inconsistency exists in large part because practitioners have been using models of student development designed primarily for university students (such as the 1937 American Council on Education statement) without adequately modifying them to reflect the unique characteristics of the community college. While is it well recognized that the student populations of the two institutions differ considerably in their goals and characteristics, only recently has it been acknowledged that differences in the institutions themselves affect the implementation of student development in important ways.

Two-year colleges, by virtue of their place in the community, are much more vulnerable to political and economic factors than universities are. And it is these factors that tend to provide the impetus for practices of student development, not theoretical models discussed by scholars and student services practitioners. In other words, while student services personnel historically may have been thinking in terms of developing the

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"whole person," various trends, ranging from demographic shifts to fluctuating resources and alternative sources of financing, have been far more important in determining the kinds of programs and level and quality of the services actually offered.

This chapter examines the literature on current trends in student development and considers their influence on theory and practice. It begins with a review of the framework from which student personnel professionals in two-year colleges have come to operate. Then it looks at the new groups of people that community colleges are serving—or, as Ruth Shaw points out in Chapter Six, those groups that colleges have failed to serve. It also examines the ways in which the services of student development programs have been affected by failing public financial support and the new role of industry in replacing that support. The recent and growing emphasis on assessment and accountability is considered in terms of its influence on concepts of development. Finally, the effects new technologies have on which services can be offered to students are addressed.

Framework for Student Development

Only recently have attempts been made to develop broad goal statements specifically for student development in community colleges. These efforts represent a significant break from models of development used in four-year institutions and a recognition of structural influences specific to the two-year college. An important example of these efforts is the "1984 Traverse City Statement: Toward the Future Vitality of Student Development in the Two-Year College" (Keyser, 1985). This statement resulted from a colloquium of student development leaders from the United States and Canada, which addressed contemporary issues facing the profession. It emphasized the new populations served by two-year institutions and the increasingly diverse range of abilities and preparedness these students bring to college. It also called attention to some of the challenges in enrolling more part-time students, including increased competition for resources and decreased funding from federal, state, and local agencies. According to the statement, the purpose and philosophy of student development clearly includes consideration of the dignity, worth, and uniqueness of each person and the opportunity for each person to realize her or his fullest potential.

The 1984 Traverse City statement recognized the fact that the distinctive nature of the two-year college has implications for student development, and it laid the foundation for the 1985 Traverse City Conference. The statement that resulted from the follow-up meeting, *Toward Mastery Leadership in Student Development Services* (Keyser, 1986), maintained the same philosophy of student development and advocated a leadership

role for student services personnel in implementing practices. It argued that student development professionals can be at the forefront of change and examined the difference between effective managers of an organization's physical resources and effective leaders who combine vision and judgment to go beyond mere management. The recommendations for leaders emphasized the belief that the philosophy of student development is the same as the mission of the community college and that opportunities must be created to express this consistency.

While the 1985 Traverse City statement identified areas in which leadership was needed, another national colloquium examined the leadership strategies necessary for student success. In an attempt to respond to changing conditions, the colloquium, which was entitled "Toward Mastery Leadership: Strategies for Student Success," placed more emphasis on the development of specific skills for student success and less on the development of the whole person (Floyd, 1988). The participants sought a definition of student success, discussed development in terms of practices that lead to such success, and recommended actions. A main contention was that student development services are not immune to the concerns raised by the growing movement for assessment and accountability. Documenting practices and seeking to measure their effects on student success will have a tremendous impact on the reevaluation of these services. Accordingly, the report recommends more emphasis on the systems and methods of assessment that are employed.

Finally, one of the most clearly stated attempts to update the standards of practice in student development is the 1987 League for Innovation in the Community College statement, *Assuring Student Success in the Community College: The Role of Student Development Professionals.* The league statement consciously departs from the "philosophical bent" of previous statements to focus on practices for ensuring student success—a challenge that goes beyond providing access to students. Student success is defined as "the accomplishment of or continued opportunity to accomplish students' individual goals within, or as part of, their institutional experiences or outcomes" (p. 2).

The various programs cited in the following paragraphs represent efforts of those working in community colleges to mold the general models of student development to the specific features of their institutions. More precisely, they are attempts to deal with tremendous changes in external factors that will affect, and are already affecting, those features. One of those factors is the changing composition of students.

New Students, New Challenges

In recent years there has been a growing awareness that standard student development programs do not meet the needs of so-called nontra-

ditional students, including women, minorities, foreign-born students, older people, individuals with disabilities, part-time students, and severely underprepared students, among others. Of course, however marginalized and excluded from the mainstream of higher education, these groups of people have always existed within college populations. The proportions seeking opportunities for education, however, have increased. While this trend has had a minimal effect on highly selective, senior institutions, community colleges have been profoundly affected. Colleges nationwide have developed services tailored specifically to the perceived developmental needs of the new population of students. A good example of such a program is the Women's Support Services at the Houston Community College System (Durnovo and McCrohan, 1987). The program is a recruitment/retention strategy that addresses the multiple needs of the growing numbers of women in the Houston area who are returning to college. In implicit recognition of the fact that these clients are not necessarily seeking assistance to become better students, the program focuses on providing more information and improving the participants' qualifications and self-confidence. It provides support, motivation, and inspiration for individual choices and offers workshops on increasing self-confidence. The program works well, according to the planners, because the college is committed to the success of its students and views its mission to be consistent with the objectives of student development professionals.

Special services for minority students at two-year colleges are another result of the increasing recognition of new constituencies. Walker (1988) discusses strategies for increasing retention of Hispanic students in community colleges and makes suggestions to student development professionals for promoting the success of these students. In her study, Walker found that retention was improved by proportional financial aid, career counseling into selective programs, bilingual education, ESL classes, and Hispanic studies courses.

Another group turning to the community colleges in increasing numbers are underprepared students, who of course have their own special developmental needs. At some colleges, the majority of entering students need remedial instruction and assistance in choosing academic and vocational paths. Various efforts have been made by community college professionals to provide adequate developmental services to these students. A report by Scott (1987) for the League for Innovation in the Community College, *Community College Programs for Underprepared Students*, highlights the programs implemented by member institutions of the league in the areas of precollege skills; assessment, advising, and placement; basic skills centers; basic academic skills training; and faculty and staff training. The report advances a concept of student development that emphasizes specific academic or vocational skills deemed necessary for success in college or the labor market.

Traditional models of how students develop in college have in some measure been reexamined and applied to new types of students. In an ideal world, the response to new students with new needs would be the simple addition of new programs to augment existing services. However, in the context of decreasing public financing and diminishing resources, actual practice must choose among various important services. The external influences on these choices represent a crucial trend in community college education, one that needs to be closely examined.

External Relationships

As a result of decreasing financial support from the public sector, colleges have sought to replace these revenues through new relationships with business and industry. A cursory glance at the literature reveals that such arrangements as contracted education and jointly sponsored programs are widely proclaimed as mutually beneficial for colleges and businesses. Such publications as the American Association of Community and Junior Colleges' *Keeping America Working: Partnerships with Business and Industry* (Day and Rajasekhara, 1988) hail the trend as both practical and patriotic, echoing the view that the "bottom line" for educators, as for industrialists, is the "economic growth and development of the country" (Connor, 1984, p. 30). Regardless of the factors motivating colleges to enter into such alliances, new arrangements will have definite effects on the provision of student services, and the more dependent colleges become on the revenue supplied by industry, the less control over those effects they will have.

Pincus (1985) points out that the goals and interests of community colleges and industry are not always the same. He finds it doubtful, for example, that a large corporation would see value in a course on comparative economic systems, whereas such critical examinations are the lifeblood of institutions of higher learning. As colleges enter into curriculum planning partnerships with industry, however, it becomes less likely that such a course will find support. The liberal arts will continue to lose ground in the increasingly vocational/technical curricula of community colleges, and remaining courses geared toward worker education may be presented in sanitized and uncritical formats. The real victims in this scenario, of course, will be the students, who will not receive the broad education necessary to understand their increasingly complex world. Moreover, these students may find themselves *less* employable beyond the limited, skill-specific industrial task.

Cooperation between colleges and businesses is not inherently damaging to students. Jointly sponsored offerings have included courses on communication skills (such as speaking effectively and report and correspondence writing), cardiopulmonary resuscitation, time and stress man-

agement, and the expected motivation seminars and technical training (Hoffman, 1983). Hoffman notes that one of the primary characteristics of successful programs was the joint planning by colleges and their industrial partners of course content, even in nontechnical areas. Thus, according to all indications, the industrial sector will have increasing influence, not only over the curriculum but over course content as well.

As budgetary restraints force cutbacks in some student services and industry has increasing say in what remains, the theoretical frameworks that have been developed for student services will become more and more difficult to implement. Concern for the whole person and lifelong learning may get lost in the scramble for alternative funding, and community colleges may come to function as mechanisms for channeling the disadvantaged into "productive" jobs, while the more fortunate enrich themselves at senior institutions.

Connected with this idea of institutions sorting students is a third trend in student development: the growing movement for assessment and accountability. This movement simultaneously works with and against the effects of the college/business relationship.

Assessment

In state after state, community colleges are beginning to implement legislatively mandated programs for assessment and placement. Both entrance and exit testing imply a more or less specific idea of the kinds and levels of skills students are supposed to have developed at particular stages. While the theoretical frameworks set forth in documents such as the Traverse City statements reaffirm the importance of developing the whole person and lifelong learning, such goals become all but unworkable with standardized assessment programs that evaluate students strictly in terms of specific and limited skills. Here again, for student development professionals, the external influences have affected practice more than the theory has.

The Missouri Association of Community and Junior Colleges has expressed concerns shared by many community college educators about assessment and its implementation. The association has sought to clarify the philosophical foundations of assessment in the state, as well as recommend steps to ensure quality (Haderlie and Cockriel, 1988). The group has supported the development of a systemwide model based on nontraditional student expectations and has drawn distinctions between *assessment* and *testing*. It has also expressed an awareness that such outcomes as critical thinking and maturity are difficult to assess with traditional models. While pointing to a fundamental conflict between the goals of student development and assessment, the association offers no solutions.

Turnbull (1986) also suggests that, in assessing student progress, devel-

opment professionals should deal with several dimensions of student growth, not knowledge alone. Consequently, he urges that no single technique, such as standardized tests, be used in assessing students. Similarly, outcomes in one program should be compared with those in other programs or those in other institutions. To obtain some measure of the personal development of students, he recommends that faculty judgments be used in assessment, since such judgments can help flesh out test scores. This kind of "value-added" information, he suggests, can serve as a powerful tool in institutional self-improvement.

In addition to changing the college's climate for students, the move toward assessment has promoted evaluation of the student development services themselves and accountability of the development officers for their programs. Patrick Henry Community College (PHCC) in Virginia has implemented a style of assessment that considers each component of the development services separately and then reintegrates it for a holistic evaluation (Williams, 1988). PHCC's program of student development includes a career development center, financial aid, nontraditional education, student activities, counseling, testing and placement, and admissions. Each component is evaluated in terms of purposes, activities, and outcomes, a process that includes surveys of students and program administrators.

The call for assessment could represent increased opportunities for disadvantaged students if development officers can translate that call into positive and dynamic assistance. Another trend that represents new opportunities for students is the new technology available to facilitate their development.

New Technology

A major challenge for community college professionals will be the use of educational technology to enhance student development in both curricular and cocurricular activities. Dramatic changes have taken place in the community college in the last two decades, yet for the most part services have not changed to meet new demands. Updating student services and other operations on campus with the use of new technologies will bring the two-year college up to par with the needs of its students and community. Computerized information continues to grow in importance for student services, assessment, and institutional research.

Programs that use computers and other technologies are replacing outdated services in an effort to better serve students. An illustration of this can be seen in the Computer Assisted Advising Tool (CAAT) used at Lane Community College in Oregon (Matsen, 1988). The CAAT is used by counselors to assist students in developing a plan for the completion of a degree or certificate. CAAT was designed to facilitate student advise-

ment from matriculation to graduation by comparing requirements with the courses completed by students. Students, therefore, are able to form cohesive educational programs and matriculate with more ease.

Another example of the use of computers in student development is at Waubonsee Community College in Illinois, where computer technology is used to meet the needs of its students and community in virtually every phase of campus operations (Swalec, Foster, Bosse, and Herman, 1988). WCC's Information System Center, housing three mainframe computers, drives an on-line registration system, a computerized self-registration system that can be accessed by telephone from off campus, an automated library card catalogue and circulation system, the student records system, a combined personnel/payroll data base, budget administration software, and a computerized career guidance information system. WCC has found that computerization supplements and enriches both the curriculum and student affairs activities while reducing operational costs.

The impact of new technologies on the community college seems clear: Students have increased opportunities for growth in educational environments that are more efficient and up to date. Computer-based student services that facilitate student development have increased the quality of services students are receiving as well (Dehart, Pirkey, Schinoff, and Hood, 1987).

In its consideration of the challenges facing student development, the 1984 Traverse City statement (Keyser, 1985) proposed using educational technology to improve student services. Community colleges were urged to incorporate these advances into delivery of services and programs without compromising the human dimension of student affairs. Specific suggestions included the following:

- Develop a comprehensive and integrated student data-based management system to include (but not be limited to) a data-based tracking system
- Provide opportunities for all staff to become competent in the use of advanced technologies
- Develop automated systems to improve the delivery of such services as career exploration, course selection, job placement, transfer articulation, registration, and financial aid
- Develop electronic informational linkages with external agencies and institutions, to enhance the capacity for providing information and services to students.

The use of educational technology in community colleges can better serve students and contribute to their development. It is a challenge that student personnel must examine closely.

Conclusion

By examining the trends that unavoidably and profoundly influence the development of theory and the implementation of practice, student

services personnel will be able to make informed and realistic assessments of what can be, and what should be, done. Clearly it is not enough to simply cling to a theory of holistic development or espouse the ideal that no person should be tracked into one-skill jobs because of economic or social disadvantages. Rather, one must find ways to implement the theory through—or in spite of—the real, political relations that structure the community college.

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From the Editors' Notes

The evolution of student services programs has often been dominated by lofty theoretical statements and concepts that have not been translated into practice for a significant number of students. Many writers and practitioners are calling for changes in the conceptualization, management, and roles of student services professionals. In response to the issues and challenges facing student services administrators, this volume of New Directions for Community Colleges *examines key issues that have emerged and proposes paths of action for the decade ahead. We hope this sourcebook will provide both an update on issues in student services and development and a useful focus for analysis as community college administrators consider the future.*

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